

# **BASELINE STUDY OF EDUCATIONAL STANDARDS IN PRIMARY SCHOOLS :**

*A Study Of Allahabad, Banda And Etawah Districts  
Of  
Uttar Pradesh*

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## F O R E W O R D

This study was sponsored by the Government of Uttar Pradesh with financial assistance from the World Bank, as a part of the general base-line survey of the standards of primary education in the State. Three districts had been assigned to us for the survey viz, Allahabad, Banda and Etawah. The survey was conducted on students, dropouts and teachers in 135 primary schools drawn from the total universe of rural and urban primary schools in each of these three districts. The learning achievement of the students was evaluated by administering a standard test in language and mathematics to three groups of students; (a) students who had passed class IV examination, (b) those who had passed class I and (c) the dropouts. The sample from the stratum of teachers consisted of 5 teachers per school who had been associated with the teaching of language and mathematics.

The findings of the study are highly interesting. The average scores both in language and mathematics in all the three sample districts were low, the score in mathematics being lower still, in fact, it was disappointing. There is a positive correlation between the social background of the students and their achievement although the performance of male students is slightly better than that of their female counterparts. Students with an urban background had an edge over those having a rural background; the SC & ST students being the poorest of the lot. The dropouts consisted mainly of students coming from households, which needed their presence more in the home - to work as child labourers to supplement the income of their parents - than in the school but more than the family background of the students, what had greater relevance to the poor performance of the students was the disinterestedness and negligence of the teachers; and this is the area where the state can effectively intervene to improve the situation. Another area which needs the immediate attention of the state is the poor and shabby physical setting of the schools. Despite the 'operation blackboard' the schools, by the large, are lacking in basic infrastructural facilities such as proper buildings, adequate teaching aids and provision for games and recreation.

Dr. Tewari and his team have done a good job of conducting the survey and completing the study. We do hope that its findings will be of real use to the Government and the World Bank.

**G.B. Pant Social Science**  
Institute, Allahabad  
March, 1996.

**S.P. NAGENDRA**  
Director

## P R E F A C E

The period of Primary Education, spanning over the first five years, is the most critical stage in the life of a child when foundations of personality development, skill learning, and communicating capabilities are laid. The basic skills of reading, writing and arithmetic are acquired at this stage, values are internalised and environmental consciousness sharpened.

Low standards of literacy skills together with disparities in academic standards between various groups of students in primary schools has been matters of concern for parents, teachers, educationists and planners for a long time. The several efforts made in the past to raise the standards of teaching and learning in these foundation institutions have not met with the desired level of success. Should the past trend continue it will be difficult for the country to escape from being saddled with an uncomfortably large corpus of illiterate people, largest in the world, in the 21<sup>st</sup> Century.

Educational planning can start in a meaningful fashion only when the decision makers in the society have spelt out its quantitative, qualitative, spatial and temporal objectives, and also the manner in which the demands of equity and excellence would be met and the priority that would be accorded within the tight constraints of resources.

The present study is the outcome of the concern that the State of Uttar Pradesh has shown for the sorry state of affairs that prevails at the grass roots of its educational system. It is a part of its multi-dimensional exercise for raising the level of literacy achievement among of primary schools students in the State.

The study relates to three districts. The districts are Allahabad, Banda and Etawah. The basic purpose of the exercise is to assess the prevailing level of productivity of the primary education system and to highlight the areas where meaningful intervention is needed to raise the academic standards and to reduce the variability in academic standards of different groups of students in the primary schools.

Our grateful thanks to Professor N.K. Jangira, the World Bank, New Delhi for his kind help and support provided to us in the completion of this report. We express our sincere appreciation to Sri Govindan Nair, Director of Formal Education, Education For All Project U.P. for assigning the study project to us. We are also equally thankful to Professor S.P. Nagendra, Director, G.B. Pant Social Science Institute, Allahabad for his valuable guidance and suggestions in the planning of the survey and writing of the final report. We gratefully acknowledge the cooperation extended to us by the

teachers employees and the officers of education department in the sample districts. We are also thankful to our research team for the sinceority and devotion with which they worked to materialise the study, and feel obliged to Dr.(Miss) Rajni Joshi for her valuable help and contribution to the study.

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# CHAPTER - I

## INTRODUCTION

### BACK GROUND :

- 1.1 Primary education is the most crucial stage of learning spanning the first five years of schooling and laying the foundation for personality attitudes, social confidence, habits, learning skills and communicative capabilities of pupils. The basic skills of reading, writing and arithmetic are acquired at this stage; values are internalised and environmental consciousness sharpened. This is the stage when physical growth can be assisted, interest in sport and adventure can be roused, and manual dexterity can also be developed. If a child goes through good education at this stage, he never looks back in life for he has been prepared to exercise his initiative to overcome difficulties. The goal of the education policy is nothing less than the creation of an ethos that would produce young men-women of character and ability committed to national service and development. That we have fallen short of these goals is evident enough. In the mean time, new learning needs have arisen from the inexorable march of economic and social growth and progress in science and technology. A number of studies have shown that investment in primary education yields the highest rate of return to a nation, and that it has a significant impact on the productivity and the general well being of the masses.
- 1.2 The crucial role of universal primary education for strengthening the fabric of democracy through the provision of equal opportunities for all for the development of their inherent individual potential has been accepted from the very inception of our Republic in the form of Article- 45 under Directive Principles of State Policy in the Constitution. This was further reiterated in 1968 by the resolution on National Policy on Education.
- 1.3 There is no denying the fact that in pursuance of its constitutional commitment India has made considerable progress in terms of increas

in the number of primary schools, volume of enrollment and methodical sophistication of elementary education programs. However, it is still not possible to meet the nation's aspirations fully in respect of overall coverage, equitable distribution, and most of all in the quality of education that is being dispensed with through the primary schools.

- 1.4 The State of Uttar Pradesh is among the most backward States and Union Territories of India. In 1991, the overall literacy rate was 51 percent; the rate for women literacy was 26 percent, and of the State's 63 districts as many as 30 recorded female literacy rate of less than 20 percent. At the root of these figures is an inefficient primary education system that normally enrolls nearly 98 percent of boys and 62 percent of girls, but loses approximately 40 percent of the enrolled boys and about 60 percent of enrolled girls before they complete five years of education and acquire basic literacy skills. And there is also nothing much to cheer about the learning outcome of those who complete the five years tenure in the schools.
- 1.5 The present study which was sponsored by the State Government of Uttar Pradesh under the educational project 'Education for All' and funded by the World Bank, reflects the concern of the government for the sorry state of affairs at the grass-roots of our education system, and is a part of its multi-dimensional exercise to come to grips with the real problems of inefficiency and non-functionalism in the primary school system in the State and to initiate necessary remedial steps to retrieve the situation and to avert the likely tragedy of being pushed into the 21st century with an unacceptably large corpus of illiterate people. The stakes are high because, if this happens the poor in this State will stand doubly deprived. The adults will be living at a low level of subsistence while their children will be condemned to a life of ignorance and squalor. Even for those who are more happily placed the poor and the ignorant will be like mill-stones around their necks. To do nothing to avert this impending danger of double deprivation is to invite tensions beyond the control of law and order machinery. As a democratic

country interested in the socio- political evolution in a peaceful and orderly fashion the State must therefore rule out the default option.

#### **BASIC PURPOSE OF THE STUDY :**

- 1.6 The basic purpose of this study is to acquaint the education planners in the State with the current state of academic achievements of the primary school students in three districts of Uttar Pradesh, and to highlight the areas where meaningful intervention can improve the levels of learning standards and/or reduce the variability in the learning achievements caused by the heterogeneity of caste, sex and locational backgrounds of the children in the State's primary schools.

#### **SURVEY :**

- 1.7 The study comprised a large scale multipurpose survey of primary schools in U.P. to assess the levels of learning of the primary school students who had successfully completed the prescribed course of learning for Class, I and IV, and the dropouts who withdrew from the schools before completing the primary stage of schooling and were no longer part of any formal or informal system of imparting education in the State. The three districts where survey was conducted for this purpose are Allahabad, Banda and Etawah, and the subjects in which proficiency of the students was tested were language and arithmetic.

#### **ENVIRONMENTAL FACTORS :**

- 1.8 Besides presenting an authentic and update account of learning standards in two important subjects and underlining the variability that exists in the learning standards across caste, sex and locational parameters of the primary school students, the study also strives to analyse the important environmental factors that condition the teaching and the learning process in primary schools in the sample districts. These environmental factors relate to personal, social and the school environment of the primary school students in the State.

## RESEARCH QUESTION :

- 1.9 Some of the major research questions which this study addresses itself to are : What are the academic standards of the students who have successfully completed the prescribed course of learning for Class-IV in language and arithmetic? In what manner exogenous factors like caste, sex and locational heterogeneity affect the average academic standards in the primary schools ? What other factors in the personal life of the students, and their social and school environment affect the learning process, and how relevant such factors are ? To what extent the students have mastered a few basic competencies in literacy and numeracy expected at the end of Class-I? What is the nature and extent of dropouts in primary schools? What are the main causes behind the dropout phenomenon? What is the level of literacy retention among the dropouts? What are the major areas where intervention is needed for improving the general standards of academic achievements of primary school children, and to reduce the level of variability in academic standards of the school children caused by the variation in their caste, sex and locational backgrounds?

## DATA :

- 1.10 The data for the study was collected through a sample survey in each of three study districts. Although the main focus of the survey was to assess learning outcomes of children in schools but being a multi purpose survey the data would also provide useful descriptive information on a number of variables such as; enrollment, attendance, dropout and repetition rates, school facilities, availability of educational materials available in schools and with the students, method of teaching, class-work, home assignment, teachers characteristics, teaching and supervision process, which would interest the managers, planners and the administrators in the State. **QUALITATIVE INFORMATION :**

- 1.11 The qualitative information, collected through observational notes in the course of the survey, provided insight into the relationship between the

community and the school, and was useful in understanding the social context in which the school functioned.

#### **SURVEY DISTRICTS :**

- 1.12 Three of the ten project districts which were assigned to us for the survey were Allahabad, Banda and Etawah. Together they represent the central, eastern and western parts of Uttar Pradesh.

#### **PROCEDURE :**

- 1.13 The primary school was the basic sampling unit for the survey. On time and cost considerations the World Bank fixed a uniform sample size of 45 schools for all the survey districts irrespective of their size.
- 1.14 The selection of sample schools was made from a consolidated up-to-date list of primary schools in each district obtained from the Basic Siksha Adhikari (B.S.A.) in each sample district. The list included together with the state maintained schools such primary schools under private management which had obtained state recognition for their enterprise after fulfilling the norms set by the education department for establishing primary schools in the State.
- 1.15 The selection of the sample schools followed a multi-stage random sampling design in which in the first step the total schools in a district were stratified into two separate locational groups as RURAL and URBAN, and next separate schools samples were drawn for each stratum after subdividing the Urban stratum into Wards and the Rural regions into Development Blocks. Selection of the representative samples of Wards and Blocks from the respective alphabetical lists of Wards and Blocks in the district followed the principles of simple random selection method.
- 1.16 The sample size of Wards and Blocks in the district was fixed arbitrarily due to time and cost considerations. If the district consisted of 10 Development Blocks the sample size of Blocks was two; between 11 and 20, the sample size was 3 Blocks, and for more than 20, four Development Blocks could be taken on a simple random selection

basis. In the case of Urban Wards one single Ward was taken up on a random selection basis. In most of the cases it accommodated enough schools to make the random selection of the entire sample of Urban schools possible. However where the number of schools in the initial Ward failed to accommodate the entire sample, the next Ward as indicated by the Tippet's number table, was included in the sample of Urban Wards.

- 1.17 The 45 schools to be surveyed in each district were distributed between the Rural and Urban stratum in proportion to the ratio that existed between the primary schools in these sectors to the total primary schools in a district. Thus if X and Y are the number of primary schools in the Rural and Urban stratum respectively and T is the total number of primary schools in the districts.

$$\text{then } X + Y = T$$

The number of schools in the Rural sector then be  $(45 \cdot X/T)$ , and the number of schools in the Urban sample would be  $(45 \cdot Y/T)$ .

- 1.18 In the final step the schools in the Rural and Urban samples were distributed among the sample Wards and Blocks in proportion to the number of primary schools in them.
- 1.19 Within individual Blocks and Wards the sample schools were identified by using random number table in the selection of school from the alphabetical list of schools in the respective Wards and Blocks.

#### ACHIEVEMENT TESTS :

- 1.20 In the sample schools, achievement tests were administered to the Class-V and Class-II students in arithmetic and language. The student sample for Class-V tests consisted of the entire class present on the day of the survey. In case of Class-II, -a random sample of 20 students was selected from among those present for administering the test. Where the number was less than 20, the entire class was given the test.

## TEACHER SAMPLE :

- 1.21 The teachers sample in each school consisted of the Head Teacher and four assistant teachers, two of whom were those who had taught arithmetic and language to the present Class-V students in the previous session while they were in Class-IV, and similarly the other two were those who had taught the same subjects to present Class-II students when they were in Class-I. The maximum size of the teacher sample in a school was 5. Provision was made to include a lady teacher in the sample if the sample did not contain the representation of the female teachers of the school.

## INSTRUMENTS :

- 1.22 Standardised tests were used to assess achievement in Arithmetic, Reading comprehension, and work- knowledge for Class-V students. These tests were developed by the NCERT for use in the countrywide survey on primary school attainment. The test for Class-V students were based on Class-IV curriculum and test format comprised multiple choice answers.
- 1.23 The numerals in the NCERT Arithmetic test were converted to Hindi numerals since it was found that the familiarity of the students with the international numeral system was quite inadequate. No changes were needed in the language test paper.
- 1.24 For Class-II students, a very simple test based on competencies expected of Class-I syllabus, was used. The test consisted of reading 10 letters of Hindi alphabet and 10 simple words; recognition of small and large numbers in a pair of one and two digit numbers; and addition and subtraction of two single digit numbers.

## SCHEDULES :

- 1.25 In addition to the test given to Class-V and Class-II students, a number of schedules were also convessed among sample students and teachers to illicit relevant information about the social and family background of

the Class-V students who gave the tests; the teaching and learning processes in the school; teaching aids and their use; material and infrastructural status of the school; class and school supervision; and basic infrastructural facilities available in the schools.

- 1.26 A Student Schedule (S.P.) was used for interviewing the Class-V students who had been administered the NCERT designed tests. A specially designed Teachers Schedule was used to interview the sample teachers and head teachers. Through individual interview, information was gathered on teacher's age, experience training, availability and use of teaching aids, guidance and class supervision and other characteristics. For each school a School record schedule (S.R.) was used to gather information on school enrollment, repetition, dropout, physical facilities, and other school characteristics.

#### FIELD NOTES :

- 1.27 For each school a separate set of field note was prepared by the investigating teams. It contained details of the selection procedure used to pick up the sample of Class-II and Class-V students from among those who were present on the day of the test, and also detailed observational notes, important aspect relating to the status and functioning of the sample schools visited by them, together with a list of dropouts who were interviewed to assess the level of literacy retention by them and to elicit the reasons for their midstream desertion of the learning process before completing the primary education syllabus.

#### SURVEY TEAM :

- 1.28 The survey was conducted by a team of 28 field investigators, 3 field supervisors, 1 district supervisor, 1 education expert as honorary consultant, 1 assistant director and 1 director of the project.

#### TRAINING OF THE SURVEY TEAM :

- 1.29 Intensive training in field survey techniques was imparted to the survey team before launching the study project in the field. The training of the





staff was conducted in two stages. In the first stage a batch of 9 member was trained as master trainers at SCERT Lucknow. The emphasis of the training was on participatory and field oriented training in which, besides classroom teaching, demonstration lectures, actual field surveys in primary schools, role play and assignments were extensively used to acclimatise the participants with the work cultural and job requirements of the baseline survey of primary education standards. The learning objectives were that at the end of the 10 days training course the trainees should fully understand the objectives and methodology of the survey; the objectives and methodology of each instrument of data collection; acquire dexterity in the use of the diverse instruments; appreciate the importance of achieving quality in the field data; and acquire sufficient practice in following the necessary steps to ensure accuracy in the recording of the field data.

- 1.30 A similar 10 days training course for the investigators was next organised at G.B. Pant Social Science Institute, 3 Yamuna Enclave, Sangam Nagar, Jhusi Allahabad, in which the Master Trainers trained the remaining members of the research team. On the penultimate day of the training the trainees were taken to the neighboring rural and urban primary schools to provide them field experience in actual life situations. Lessons learnt from the field were discussed in group discussions and summed up before terminating the training course.

#### **FIELD DEPLOYMENT :**

- 1.31 To ensure greater control and supervision over the field investigators the survey was conducted step by step in the three districts separately, one after another Allahabad was the first districted to be surveyed; this was followed by Banda and Etawah in this order.

#### **SUPERVISION AND SCRUTINY :**

- 1.32 Great care was taken to ensure accuracy and unambiguity in the field data. The completed schedules of the field investigators were subjected to scrutiny at three stages. In the first stage screening was done by the concerned unit supervisors in the field itself each day after the completion of the field work where mistakes in sampling, omission of data and incorrect recording of the codes etc. were deducted and eliminated.



- 1.33 The schedules were then passed on to the district supervisor for closer scrutiny.
- 1.34 In the last stage the office supervisor finally scrutinised each and every schedule. Mistakes or omissions deducted in the schedules were promptly addressed to by the concerned investigators and corrections were made.

#### **PROCESSING OF FIELD DATA :**

- 1.35 The field data was Computer processed at the Council for Social Development, Lodi Estate New Delhi. Before arriving at the finally corrected data to be used for the analysis, the field entries were subjected to the routine procedure of double entry bach checks, range and routing checks and consistency checks.
- 1.36 Following this, control reports were prepared to show certain main school factors at a glance. The preparation of the control reports involved computation of indices from the data in a small number of schedules. The outputs at this state were control report format, formulas, control programmes and control reports.
- 1.37 The missing value report was prepared to document the extent and nature of non-response in the field survey. This report summarised the frequency of each type of non-response and the variables on which it was difficult to obtain correct information. The output at this stage included a format for missing value and missing value reports. Finally all data and programme files were backed up on diskettes.

#### **PRESENTATION :**

- 1.38 The report is presented in five parts. Part I is INTRODUCTION. It contains the statement of the problem, objectives, and relevance of the study; methodology of data collection; and techniques of analysis of data. The analysis of the field data is presented in district report in part II; III; and IV. Based on inter-district comparisions, Part V presents an executive summary of the study.



# CHAPTER - II

## DISTRICT - ALLAHABAD

### BACKGROUND :

AREA : 7,261 sq. km.

### POPULATION :

YEAR	MALE	FEMALE	TOTAL
1991	26.16 Lakh	22.94 Lakh	49.10 Lakh

Density of population 679 per sq. km.

Number of Tehsils 9

Number of Development Blocks 28

Number of Villages 3,524

Number of Urban Centres 17

### Literacy percentage

Year	Male	Female	Total
1971	35.6	510.76	23.88
1981	41.9	513.60	28.61
1991	48.3	719.53	33.83

### Number of Primary Schools (30.09.92)

Senior Basic School 429

Junior Basic School 2,026

### Number of Primary School Teachers (30.09.92)

Senior Basic Schools 2,562

Junior Basic Schools 9,320

### Number of Primary School Students (30.09.92)

Senior Basic Schools 84,720

Junior Basic Schools 4,38,115



- 2.1 The purpose of this section is to (a) present an analysis of academic achievements of students in the primary schools of Allahabad district; (b) assess the level of literacy retention among the dropout students who had withdrawn from the learning stream before completing their primary education, and (c) underline the more important causes which are responsible for the causation of the dropout phenomenon in primary schools.
- 2.2 The evaluation of learning achievements was done by administering tests in language and mathematics to sample students in Class-V and Class-II of the sample schools.

**SAMPLE : Table :- 2.1; 2.2 and 2.3**

- 2.3 The test sample consisted of 1347 students of which 745 belonged to Class-V, and 602 to Class- II. 935 of them were boys and 412 girls. Caste- wise, they belonged to three caste groups i.e. SC/ST; OBC and Others. Of the 745 students of Class-V, 135 were SC/ST; 362 OBC and 248 Others. The 602 students of second standard, who were classified into two categories as SC/ST and Others, had 152 SC/ST students and 450 Others.
- 2.4 Location-wise, the distribution of the sample was done into two distinct categories as Rural and Urban. Of the 745 students of Class-V sample 635 came from Rural and 110 from Urban schools. In Class-II sample 513 students came from Rural schools and 89 from Urban schools.
- 2.5 Sex-wise division of Class-V students revealed that the sample had 531 boys and 214 girls; the corresponding figures in Class-II sample were 404 boys and 198 girls.





**Table :- X Learning achievement scale**

S.No.	Grade	Percentage marks
1.	Zero	x = 0
2.	Below MLL	0 x 40 percent
3.	MLL	41 percent x 59 percent
4.	Near Mastery	60 percent x 79 percent
5.	Mastery	x 80 percent

where x = percent score

**GENERAL PICTURE :(Reference table : 2.11)**

- 2.10 The outcome of the language test revealed that 57.85 percent of the students of Class-V who appeared in the language test scored below the Minimum Learning Level (MLL) grade; 34.36 percent achieved the MLL grade; 7.38 percent were at the 'Near Mastery' grade, and only 0.67 percent alone could reach the highest grade of 80 percent and above.

**COMPARISON BY LOCATION :(Reference table : 2.11)**

- 2.11 Comparison between Rural and Urban students revealed that the average overall standard of the Rural students was lower as compared to the Urban school students. Thus 60 percent of the Rural students as against 43.60 percent Urban students could not qualify the MLL grade; 32.60 percent Rural as against 44.50 percent Urban students, attained the MLL grade; 7.10 percent Rural as against 9.10 percent Urban students were placed in the 'Near Mastery' grade. Only 0.3 percent of the Rural as against 2.70 percent of Urban students qualified for the Mastery grade.

**SEX DIFFERENTIAL :(Reference table : 2.11)**

- 2.12 Sex-wise comparison of scores revealed that 54.43 percent boys and 65.42 percent girls could not qualify the MLL grade; 36.35 percent boys and 29.44 percent girls obtained the MLL grade; 8.28 percent boys and 5.14 percent girls reached the Near Mastery category, and only 0.94



percent boys and none among the girls could touch the highest category of 80 percent marks and above. The overall inferiority of females in the language was quite pervasive as the difference in the male and the female standards was sharply visible in the separate samples of Rural and Urban students.

**BY CASTE :(Reference table : 2.11)**

- 2.13 Caste-wise comparison of the grades of SC/ST, OBC and Other caste groups once again underlined the inferiority of SC/ST students vis-a-vis their counterparts belonging to non scheduled castes. The analysis revealed that 68.15 percent among SC/ST; 58.56 percent among OBC and 50.40 percent among the rest of the students could not qualify for the MLL grade. 28.15 percent among SC/ST students; 35.36 percent among OBC and 36.29 percent among the rest could barely attain the MLL grade; 2.20 percent SC/ST students, 6.08 percent OBC students and 12.10 percent Others, belonging to other caste groups attained the Near Mastery grade. The highest grade of 80 percent or above score remained virtually untouched by students of all the caste groups.

**COMPETENCIES IN LANGUAGE :(Reference table : 2.12; 2.13)**

- 2.14 Achievement in language learning consists of competency in two major areas, i.e. (i) WORD MEANING and (ii) COMPREHENSION. Deficiency in one or both areas leads to low standards in language learning among primary school children.
- 2.15 The analysis of the test scores revealed that the average standards of students in both the areas of language learning were of very low order. The deficiency was relatively more pronounced in the area of COMPREHENSION. Thus, as against the average score of 49.63 percent marks in the WORD MEANING section, the mean score in the COMPREHENSION section was just 32.39 percent marks.
- 2.16 This pattern of relative deficiency in two major areas of language learning also prevailed in all the sub sets when the test scores were rearranged into sub-groups of sex, location and castes.



## MATHEMATICS

### GENERAL PICTURE :(Reference table : 2.14; 2.15)

- 2.17 The average score of Class-V students who gave the mathematics test was 32.10 percent marks; the mean score of the Urban and Rural students separately were 31.10 percent and 32.30 percent marks respectively. The difference between the mean scores of the Rural and Urban students, however, was not found significant in terms of 't' value.

### SEX : (Reference table : 2.16; 2.17)

- 2.18 The sex-wise comparison of male and female scores in mathematics once again, outlined the inferiority of female standards. The average score of the boys group was 33.60 percent marks as against 28.60 percent marks in the case of the female's group, and the difference between the mean scores of the male and female students was statistically significant.

### CASTE :(Reference table : 2.19; 2.20)

- 2.19 Among the caste groups the average score of the students belonging to SC/ST group was the lowest. The mean difference between the average scores of SC/ST and OBC students as also between SC/ST and Other caste group, were statistically significant. But the marginal difference in the mean scores of OBC and non SC/ST students, belonging to Other group, was not found statistically significant. Caste-wise distribution of the average scores of the students in mathematics were as follows: SC/ST 29.40 percent; OBC 31.98 percent, and Others 33.83 percent.

### COMPETENCIES IN MATHEMATICS :(Reference table : 2.21)

- 2.20 The test paper in mathematics consisted of questions on Addition, Subtraction, Multiplication, Division, Factors, Time & Period, Weights & Measures, and Geometry.
- 2.21 Area-wise analysis of average scores revealed that in all branches of mathematics in which the test was given, the average levels of competency was far below the standard of Minimum Learning Level (MLL) prescribed



by NCERT. The particular areas in which competencies were poorest were Addition, Unitary Method, Fractions and Weights & Measures.

**QUALITY OF LEARNING STANDARDS :(Reference table : 2.22)**

- 2.22 Quality-wise analysis of the test scores in the mathematics test showed that about 80 percent of the students did not qualify the MLL grade; 17 percent obtained the MLL grade; 3 percent touched the Near Mastery grade; and the highest grade of 80 percent marks and above remained completely unrepresented in the sample.

**BY SEX :(Reference table : 2.22)**

- 2.23 The average score of female students was below the average score of the male students. Thus as against 75 percent boys scoring below 40 percent marks, the corresponding figure for girls was 87 percent. 19.77 percent male and 11.68 percent female students scored the MLL grade; about 5 percent male students and 0.47 percent among the girls reached the 'Near Mastery' level.

**BY LOCATION :(Reference table : 2.22)**

- 2.24 Comparison between Rural and Urban students revealed that the average performance of the Urban students in mathematics in the Minimum Learning Category was higher than the Rural students. Thus as against 77.50 percent of the Rural students scoring below MLL, the corresponding figure for the Urban students was 86.40 percent. Again as against 18.30 percent Rural students scoring the MLL grade, the corresponding figure for the Urban group of students was 12.70 percent. Also, in the Near Mastery grade the proportion of success among Rural students was comparatively higher as compared to the Urban students. Thus whereas 3.80 percent Rural students could make up to the Near Mastery grade, the corresponding figure for the Urban students was 0.90 percent.

**BY CASTE :(Reference table : 2.22)**

- 2.25 Quality-wise the performance of students belonging to SC/ST category was the worst. 87.41 percent among them as against 78.18 percent OBC, and 75 percent students of the Other category, remained below





the MLL level; 11.11 percent SC/ST; 18.23 percent OBC and 19.76 percent of the Others achieved the MLL grade. Barely 1.50 percent among the SC/ST students; 3.03 percent among the OBC and 4.84 percent among the rest could touch the Near Mastery grade.

#### SUMMING UP :

- 2.26 The foregoing analysis of test scores reveals that although the general standards of primary school students in both language and mathematics, were quite low, they were particularly disappointing in the case of mathematics. That, besides low standards there also existed significant variations in individual achievement levels on the basis of location, gender and caste parameters. In general, the Urban students had a higher achievement level as compared to their Rural counterparts; the boys had higher standards as compared to the girl students; and the non SC/ST students recorded a significant edge over the SC/ST students.
- 2.27 The difference in the achievement levels of OBC and Others (non SC/ST caste students belonging to other caste groups) was only marginal and statistically non-significant.
- 2.28 Further, though infirmity and insufficiency pervaded all branches of learning in both, language and mathematics, the level of competency was lowest in the area of COMPREHENSION in LANGUAGE and Addition, Unitary Method, Fractions, and Weights & Measures questions, in MATHEMATICS.

#### LEARNING ACHIEVEMENTS OF CLASS-II STUDENTS :

##### LANGUAGE

(Reference table : 2.23; 2.24; 2.25; 2.26)

- 2.29 The average score of Class-II students in the language test was 58 percent; it was 47.60 percent in Word-reading and 67.80 percent in Letter- reading. No significant difference in the scores was found between boys and girls. But the difference in the mean scores of SC/ST and Higher caste students was statistically significant.



- 2.30 The analysis of the test scores revealed that there were large differences in the individual standards. 7 percent of the students scored Zero marks; 27.20 percent did not qualify for the MLL grade; and 15.80 percent barely touched the MLL; 19.60 percent scored the Near Mastery grade and more than 30 percent came up to the highest grade of 80 percent and above marks.
- 2.31 Location-wise and Caste-wise differences in the standards as seen in the case of Class-V students were also present in the case of Class-II students in more or less the same order, with the only exception that there was no significant difference in the quality of male and female scores in language among the Class-II students.

## MATHEMATICS

(Reference table : 2.27; 2.28; 2.29; 2.30)

- 2.32 The average test score of Class-II students in mathematics was 43.64 percent marks, and there appeared very little variation of the individual scores from the mean.
- 2.33 The Urban students had a decidedly higher standard than their Rural class mates. The average test score of the Urban students was 54.64 percent as against 41.71 percent marks of the Rural students. The mean difference between the scores of Rural and Urban students was statistically significant.
- 2.34 Similarly, the boys exhibited a higher standard than the girls. The average score of the boys was 45.43 percent marks and of girls 39.93 percent marks and the difference of mean scores between boys and girls was of statistically significant dimension.
- 2.35 Caste-wise comparison of the test scores showed that the average score of SC/ST students was 37.28 percent marks as compared to 45.78 percent marks of Other students, and the difference in the mean scores of the two groups was statistically significant.



- 2.36 Quality-wise analysis of the test scores revealed that 34.04 percent of Class-II students who appeared in the test scored Zero marks; 40 percent could not reach the MLL; about 26 percent attained the MLL grade and there was not a single student who could reach the Near Mastery or the Mastery grades.

## DROPOUTS

(Reference table: 2.31; 2.32; 2.33; 2.34; 2.35; 2.36; 2.37)

- 2.37 The group of 151 students who had left their studies before completing the primary education, had 77 (51 percent) boys and 74 (49 percent) girls. 89.40 percent of them belonged to Rural schools and 10.60 came from Urban centres. Their caste-wise distribution showed that 25.20 percent of them were SC/ST; 44.40 percent OBC and 30.40 percent belonged to Other caste group.
- 2.38 46.40 percent among them left the school when they were in Class-III ; 37.10 percent in Class-IV and 16.60 percent when they had reached Class-V.
- 2.39 At the time of our survey only 17.20 percent of the dropouts were engaged in paid jobs. Of them 28.60 percent were boys and 5.40 percent girls. 46.20 percent of those who were working for wages, were engaged in household industries and artisan works; 15 percent were working as agricultural labour; 3.80 percent as domestic servants and the remaining 34.60 percent, who did not have a specified job, were simple wage earners in a score of sundry occupations.
- 2.40 To evaluate their literacy standard they were given simple literacy tests in language and mathematics. The result revealed that 48.30 percent had forgotten even the alphabets; about 30 percent, who retained some smattering of literacy, had their achievement level well below the MLL grade, and only 9.30 percent attained the MLL standard. Against such



a background it was surprising to find 7.30 percent such students who reached the Near Mastery level of 60 percent marks and above, and 5.30 percent who could score more than 80 percent marks.

#### **ACHIEVEMENT IN MATHEMATICS :**

- 2.41 However, the level of literacy retention in mathematics among the dropouts was comparatively low. 52.30 percent of them scored zero marks; 28.50 percent remained below the MLL grade, and barely 9.30 percent could claim the MLL grade. But, as in the case of language, there were exceptions in this area also. 04 percent of the dropouts attained the Near Mastery grade and 06 percent scored beyond 80 percent marks in the mathematics test. It is really a pity that such talented students had to leave their education for obvious reasons before completing their primary education.

#### **REASONS FOR DROPOUT :**

- 2.42 Among the many reasons stated for the existence of the dropout-phenomenon in the primary schools of the district, the most important was the domestic need of the family to which the child belonged. His presence in the house was needed to assist other members of the family in the routine household works. 32.50 percent of the total dropouts in the sample were obliged to leave their studies mid-stream because of this particular reason. The poverty of the families was the next important cause. About 12 percent students withdrew from the school because they were required to supplement the family' income. An equally large percentage found the economic burden of their primary education beyond the means of their guardians. Besides these the other reasons stated by the dropouts for deserting their education midstream were: parents did not want; withdrawn to be trained in the household vocation and enterprise; education in the school was difficult and uninteresting; illness; attaining the marriageable age; teachers were un- cooperative and rude; distance factor; and a host of sundry causes.





In the case of female students the more important reasons for terminating the learning process mid- stream were; need to assist the family members in the household routine; inability of the family to afford girl child education due to poverty; courses too difficult; and attaining the marriageable age etc.



## SECTION - B

### PERSONAL, FAMILY AND SCHOOL BACKGROUND OF THE STUDENTS :

(Reference table: 2.38; 2.39; 2.40; 2.41; 2.42; 2.43; 2.44; 2.45)

- 2.44 The factors which lay behind the low achievement level of primary school children related largely to the personal family, factors and the school environment of the students.
- 2.45 The modal age of the Class-V students who appeared in the language and mathematics tests was 10 years, which accounted for 43 percent of the population. Nearly all the sample students came from very poor families. In more than 69 percent cases the male parents were engaged in non- agricultural occupations, and in more than 91.41 percent cases the mothers were non-earning house- wives. In about 26 percent cases the father was illiterate and in more than 27 percent he had studied only up to the primary level. In the case of mothers more than 75 percent were illiterates and barely 15 percent had education up to primary level. 76.60 percent students stated that their father was living with the family. The corresponding figure in the case of mothers was 96.40 percent. Only 13.40 percent students stated that their male parent was obliged for occupational reason to be absent from the family for more than a year at a time. The corresponding proportion of students in whose case the mothers remained away from the family for more than a year at a time, was only 13.10 percent.
- 2.46 The incidence of illness in the sample students was quite low. At the time of the survey 1.30 percent students were suffering from fever, 1.60 percent with cough and cold; 0.70 percent suffered from diarrhoea, about 2 percent had skin diseases and 2.7 percent complained of minor ailments. The incidence of physical disability was also of quite low order. Only 1.2 percent had vision or hearing problem; 1.6 percent had speech; defect; 1.7 percent had infirmity in limbs; and less than



one percent complained of other kinds of physical defects. Again no student in the sample was found engaged in part-time paid work.

#### **ASPECTS OF TEACHING METHODS :**

(Reference table: 2.46; 2.47; 2.48; 2.49; 2.50; 2.51; 2.52; 2.53; 2.54; 2.55; 2.56)

##### **(a) HOMEWORK :**

- 2.47 About 56 percent students stated that they were rarely or never given home assignment in language. The corresponding proportion in the case of mathematics was 65 percent.

##### **(b) CORRECTION OF THE WRITTEN ASSIGNMENT :**

- 2.48 56 percent students testified that their written assignments, were rarely or never corrected by the teacher. The corresponding proportion in the case of mathematics was about 35 percent.

#### **WEEKLY AND MONTHLY TESTS :**

- 2.49 About 45 percent students stated that the system of weekly or monthly tests in the class did not exist in their schools. In the remaining cases the practice was stated to be quite erratic and infrequent in nature.

#### **FAMILY ASSISTANCE IN STUDIES AFTER SCHOOL HOURS :**

- 2.50 Only 41 percent of the sample students said that they received guidance from their family members in completing their home assignment. A little further probing revealed that such assistance remained confined to language lessons only. With the low level of literacy prevailing among the parents, this was quite understandable.
- 2.51 To find the impact of family help and guidance to students in completing their home work on their learning achievement standards, we compared the mean scores of those students who avowed receiving family assistance with those who denied having the privilege of this facility. The difference



in the mean scores of the two groups in both language and mathematics, were not found statistically significant. This implies that the family assistance in the given circumstances had at best only a marginal significance in raising the learning standards of the primary school children.

**FEEDBACK :**

- 2.52 Correction of the written assignment/test papers of students by the teacher is useful only when the mistakes are pointed out to them, and they are made to make the necessary corrections.
- 2.53 In more than 54 percent cases the students testified that they were never or on very rare occasions, asked to note down their mistakes and practice the corrections made in their note books.
- 2.54 While more than 93 percent students admitted to have a regular class teacher to teach them, only 10 percent testified that he came to the class regularly. About 85 percent maintained that the class teacher visited their class room sometimes, while 5 percent reported that their class teacher never came to their class in the current academic session.
- 2.55 In the absence of the class teacher what did the children do in the class? About 27 percent students in the Rural schools and more than 61 percent in Urban schools said that they worked on their own; 2 percent among the Rural students said that a student supervisor maintained discipline in the class. About 47 percent students in the Rural and 35 percent in the Urban schools said that another teacher engaged the class. About 6 percent of the Rural students and less than 01 percent of the Urban students maintained that the class was combined with some other class, and about 18 percent in the Rural and 03 percent Urban children said that they played or went back to their homes.
- 2.56 Most of the students had taken admission in the primary schools directly without undergoing pre- school training. Only 3.10 percent among the sample students had attended Balwadi, Aganwadi, LKG/UKG classes, before seeking admission to the primary school.





- 2.57 Most of the students had the complete set of text books, note books and writing material.

#### THE SCHOOL :

(Reference table: 2.57; 2.58; 2.59; 2.60; 2.61; 2.62; 2.63; 2.64; 2.65; 2.66)

- 2.58 Most of the primary schools were located within manageable distance from the Block Headquarter, the other primary school in the locality, upper primary school, High School, Pre-school training centres, and the SANKUL VIDYALAYA of the area.
- 2.59 More than 87 percent of the sample schools had their own buildings. About 9 percent were being run in rent free buildings and only 4.4 percent had rented accommodation.
- 2.60 All the 45 schools in the sample complained about shortage of class rooms. The shortage ranged from one room to six rooms. A little more than 53 percent schools asked for 3 additional rooms.
- 2.61 In most of the cases the primary school building was an uninspiring sight. The general picture of a primary school consisted of a dilapidated or incomplete structure with no compound walls around it, situated in a desolate place amidst dirt, squalor, cow dung and stagnant water puddles, and domestic cattle of all descriptions, freely roaming about and a couple of students squatting on the ground in the open with or without a teacher in the class. There were no provision for extra curricular activities and games after the school hours for the students in the schools.
- 2.62 Despite 'Operation Black Board' quite a large number of sample schools lacked in basic facilities for teachers and students and had incomplete or inadequate teaching equipments and teaching aids. Thus more than 91 percent schools did not provide sitting Tat-Patti (mats) to all the students in the class room; about 27 percent schools did not have mats at all, and all the students squatted on the floor of the class



room; Barely 36 percent schools provided a few mats to some students for sitting in the classroom.

- 2.63 More than 90 percent schools did not have chairs for all teachers, and more than 34 percent did not provide tables to all their teachers.
- 2.64 More than 35 percent schools did not have black boards in all the classes, and 76 percent of them did not have chalk sticks with which to write on the black board. More than 84 percent schools did not have a notice board.
- 2.65 More than 37 percent schools did not have the science kit; more than 62 percent did not possess the small instrument kit; about 49 percent did not have the mathematics kit; 31 percent schools did not have a dictionary; 7 percent did not have wall hanging maps; 20 percent did not possess a globe; 40 percent had no charts to show and about 13 percent had the toys and play instruments provided to them missing.
- 2.66 Of the 45 sample schools in the district 07 schools had only one teacher; 21 had two teachers; 07 schools had three teachers in the staff; 04 schools had four teachers and 06 schools had five teachers.
- 2.67 About 20 percent of the sanctioned posts of teachers were lying vacant at the time of this survey. The norm of teacher students ratio for the primary schools was 1:40. On the basis of the current enrollment in the sample schools 48 additional teachers were needed. Of them 46 teachers were required in the Rural schools and 2 teachers in the Urban schools.
- 2.68 Only 20 percent schools claimed to have a time table. In the Rural schools only 15 percent had a time table and among the Urban schools 60 percent claimed to have a time table. But only 16 percent schools alone claimed to follow the time table.
- 2.69 It was, therefore a wonder that despite such indifferent teaching and learning practices the pass percentage of Class-V students in the annual



test of 1994 was 99.12 percent for the Rural schools and 98.62 percent for the Urban schools.

#### TEACHERS :

(Reference table: 2.67; 2.68; 2.69; 2.70; 2.71; 2.72; 2.73; 2.74; 2.75; 2.76; 2.77)

- 2.70 Among the 116 teachers of the sample schools who were interviewed 73 were assistant teachers and 43 head teachers. 80 percent of them came from the Rural and 20 percent from the Urban Schools. Gender-wise, 87 percent of them were male teachers and 13 percent lady teachers. Caste-wise, about 15 percent were SC/ST; 41 percent OBC and 44 percent Others.
- 2.71 The modal age of the sample teachers ranged above 35 to 44 years. The modal age among female teachers was in the range of 35 to 44 years, and of the male teachers above 44 years.
- 2.72 As per the educational qualifications, their distribution was as follows: below High school 04 percent; High school 24 percent; Intermediate 41 percent; Graduates 19 percent and Post graduates about 12 percent.
- 2.73 About 74 percent teachers who were teaching mathematics were High school pass and about 16 percent had their educational qualification below high school. In language teaching about 4 percent had passed the Junior High school test; about 26 percent were High school, and a little more than 49 percent had passed the Intermediate examination.
- 2.74 66 of 116 teachers had not attended the in-service training courses even once.
- 2.75 67 teachers were engaged in multi-grade teaching of these 65 belonged to Rural schools. On being asked how the teachers in multi-grade teaching managed the class discipline?, it was revealed that the teacher addressed himself to one class at a time and in 59 percent cases the class which was not being taught was assigned some copying work;



in about 19 percent cases the children were allowed to go to the field for playing; in 22 percent cases the children who were not being taught remained in the class and a monitor enforced silence and discipline among them.

- 2.76 To assess the level of availability of essential items of teaching aids to the sample teachers, some relevant questions were asked. Their responses revealed that only 38 percent of the teachers had teacher's guide available to them; 50 percent owned a dictionary; only 56 percent owned some books other than the text books they taught; 81 percent had access to the wall map; 63 percent could avail the globe; 66 percent had access to educational chart; 50 percent had an access to the science teaching kit, and 36 percent to the mathematics kit.
- 2.77 The teachers in the primary schools are expected to receive regular guidance and help from the Head Teacher, the SDI, the senior teachers in the neighboring primary schools and the head of the SANKUL VIDYALAYA of the area. On being questioned how much assistance they received from these sources, some 21 percent of the respondents were found to be highly dissatisfied with the indifferent attitude of their Head teacher; about 60 percent stated that the SDI was not at all helpful; about 39 percent did not acknowledge any kind of contribution by the senior teachers of the neighboring schools, and more than 69 percent teachers held that they did not receive any kind of help or guidance from the head teacher of the Sankul Vidyalaya.
- 2.78 Despite such a sorry state of affairs in the primary schools most of the teachers seemed to prefer to admit their children to the government maintained primary schools. Personal supervision and economic considerations were stated to be the main reasons for such a bias among the teachers in favor of Government Primary schools.





## SUGGESTION FOR IMPROVING THE LEARNING STANDARDS IN PRIMARY SCHOOLS OF THE DISTRICT

- 2.79 The students in primary schools in general lack after school learning facilities in their homes. Any scheme of improvement in the learning standards of primary school children must therefore, begin with improvements in the infrastructure and functioning of the schools.
- 2.80 In this regard the important aspects which need urgent attention are: (i) regularity in the functioning of the schools and (ii) improvement in the quality of class-room teaching and (iii) commitment of the teachers to duty towards their taught.
- 2.81 Regularity in the functioning of the primary schools can be ensured by the community leaders who are the members of GRAM SIKSHA SAMITIES, and the departmental inspectors of schools.
- 2.82 The main obstacles in the functioning of the Village Educational Committees to day is their composition. These bodies are generally dominated by such members who do not have stake in the growth and development of primary schools in their area.
- 2.83 Replacement of non-active member in the committee by more active community leaders, who have their wards in the local primary schools, can help these bodies to become functional.
- 2.84 Compared to men, the women, in general, were more concerned about the education of their children. It would therefore be helpful if the Village Education Committees are nominated from among lady members of panchayats who have admitted their wards in the local primary schools.
- 2.85 To increase the level of participation of girl students in the primary schools and to reduce the incidence of dropout among them, it is necessary to start a general a scholarship scheme for girl students irrespective of their caste and social background.



- 2.86 The discrepancy in basic facilities and teaching aids in the school needs to be removed, and there should be proper arrangement to check their theft or misuse.
- 2.87 The schools should have an enclosed campus of their own. This can be ensured by raising a boundary wall around the school building. Only after providing a campus to the schools, which the students consider as their own, can they be induced to practice of environmental sanitation on a regular basis.
- 2.88 To improve the quality of class teaching adequate knowledge of the subject, and dexterity in using teaching aids and educational equipments, is the necessary condition. In subjects like science and mathematics in a majority of schools the teachers were found lacking in the desirable level of knowledge of basic concepts and expertise in using the science and mathematics teaching aids. It is therefore essential to address the in-service training programme to remove these deficiencies of class-room teaching among the teachers.
- 2.89 There is an argent need to develop the school as a living entity - a hubb of interesting programmes, games and activities for the children during and after the teaching hours. To ensure regular co- curricular activities in the schools after school timings it is necessary to provide residential accommodation to at least two teachers near the campus. Such teachers could be appointed as the incharge of co-curricular activities in the schools.



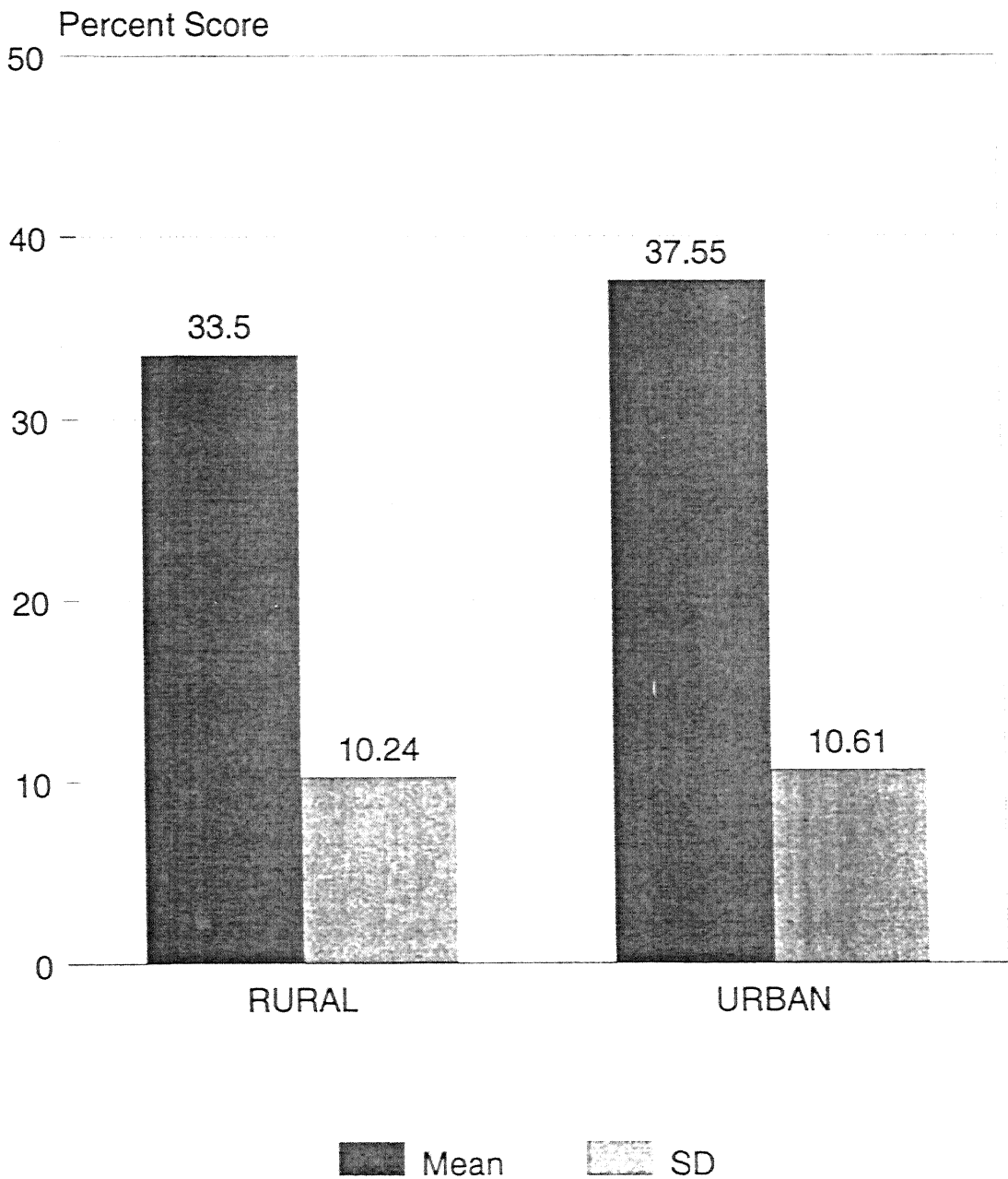








## 2.1 Class-V achievement in language by location





**Table-2.5:** Mean score of class-V students in language by gender

	BOYS		GIRLS		TOTAL	
	MEAN	SD	MEAN	SD	MEAN	SD
MARKS (%)	34.54 (41.10)	10.83	33.01 (39.30)	09.14	34.10 (40.60)	10.39

**Table-2.6:** Mean score of class-V students in language by caste

	SC/ST		OBC		OTHERS		TOTAL	
	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD
MARKS (%)	31.33 (37.30)	10.12	33.86 (40.31)	09.39	33.95 (42.42)	11.56	34.10 (40.60)	10.39

**Table-2.7:** Mean score of class-V students in language by gender and location

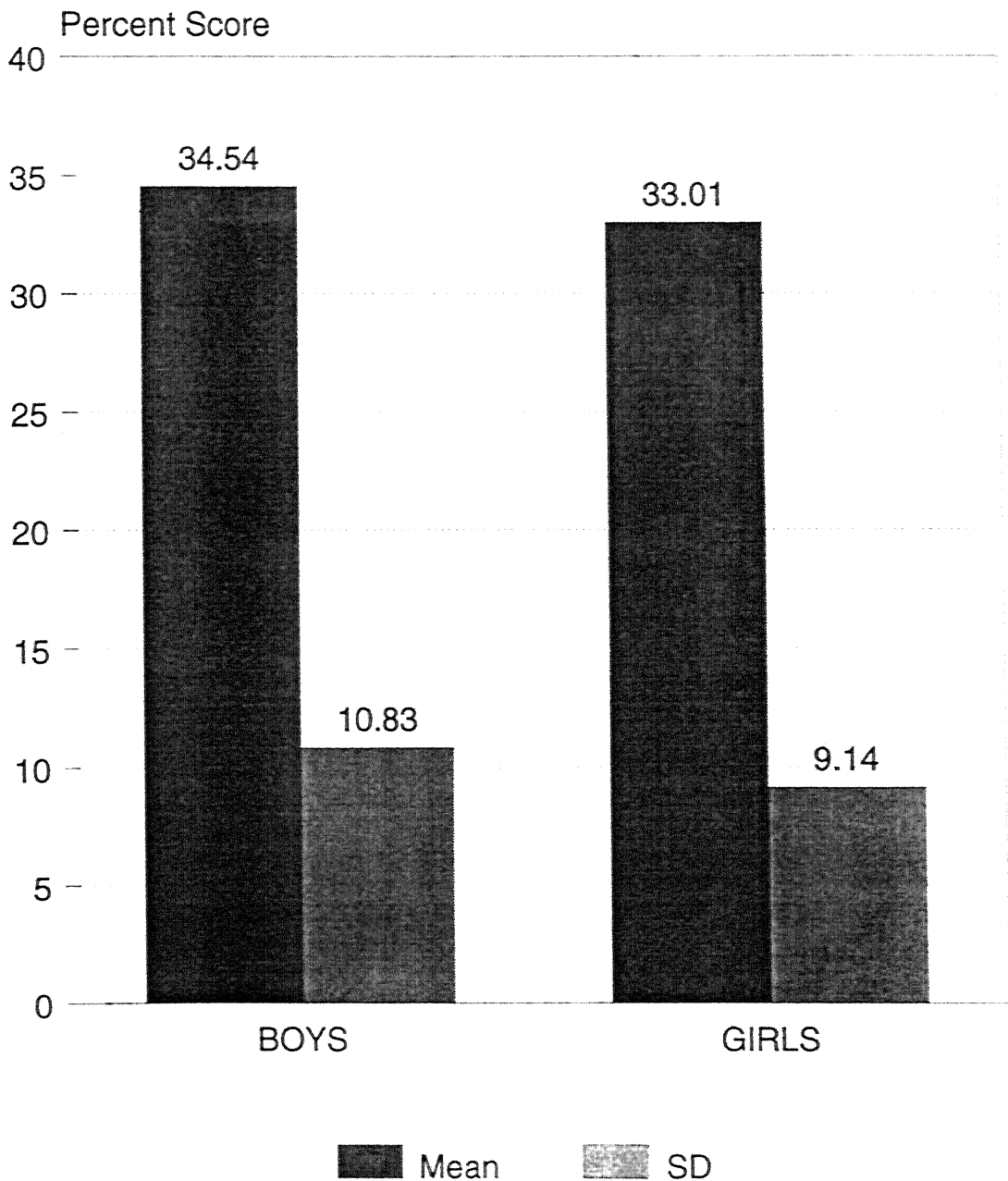
	RURAL		URBAN	
	MEAN	SD	MEAN	SD
BOYS (%)	34.21 (40.73)	10.66	37.71 (44.89)	12.06
GIRLS (%)	31.25 (37.20)	08.43	37.43 (44.56)	09.40
TOTAL (%)	33.50 (39.88)	10.24	37.55 (44.70)	10.61

**Table-2.8:** Statistical significance of difference in the mean scores of class-V students in language by location

RURAL		URBAN		DIFFERENCE IN MEAN SIGNIFICANCE
MEAN	SD	MEAN	SD	
33.50	10.24	37.55	10.61	YES

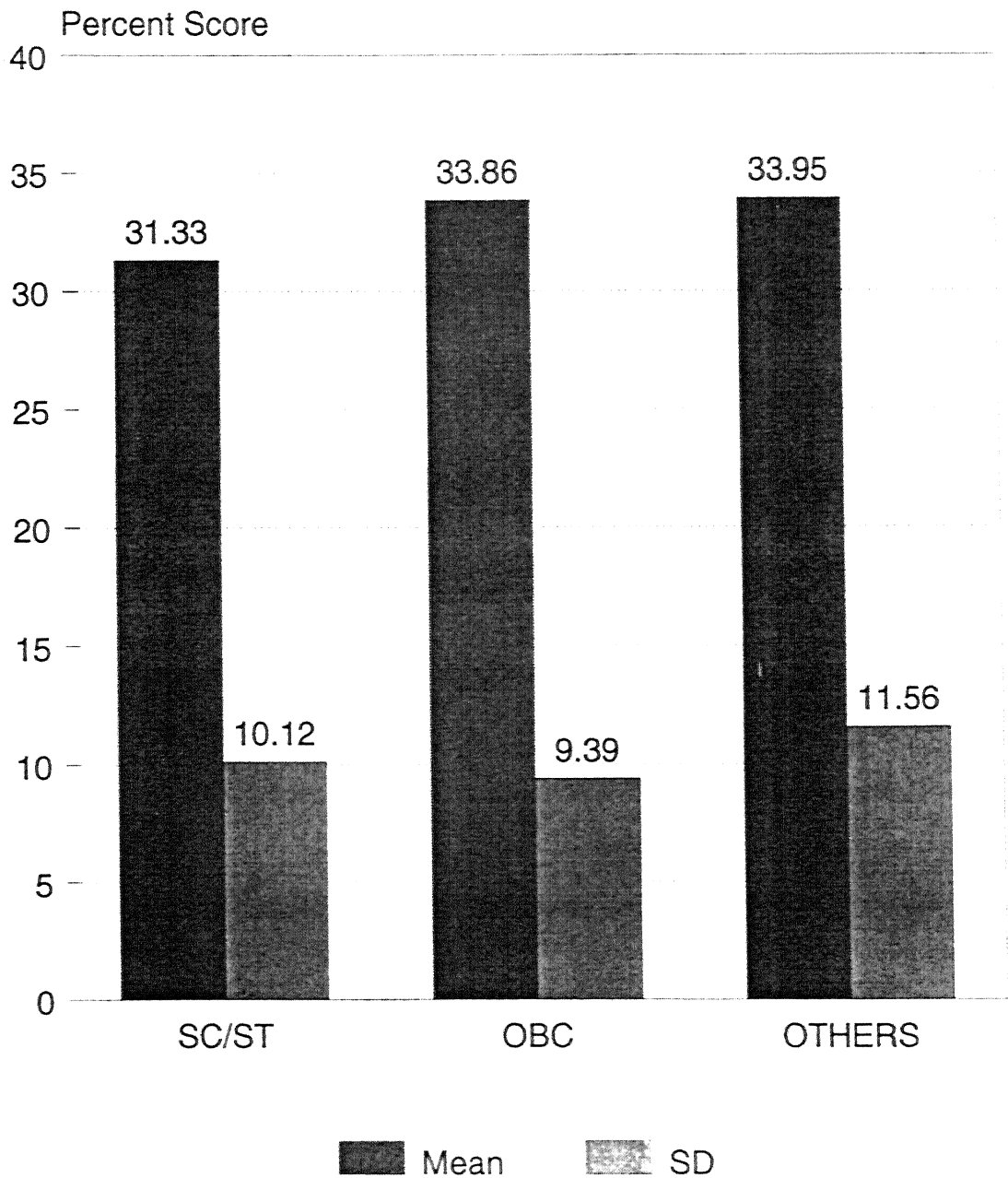


## 2.2 Class-V achievement in language by gender





## 2.3 Class-V achievement in language by caste







**Table-2.9:** Statistical significance of difference in the mean scores of class-V students in language by gender

BOYS		GIRLS		DIFFERENCE IN MEAN SIGNIFICANCE
MEAN	SD	MEAN	SD	
34.54	10.83	33.01	09.14	NO

**Table-2.10:** Statistical significance of difference in the mean scores of class-V students in language by caste

SC/ST		OBC		DIFF. IN MEAN	OBC		OTHERS		DIFF. IN MEAN	SC/ST		OTHERS	
MEAN	SD	MEAN	SD	SIG.	MEAN	SD	MEAN	SD	SIG.	MEAN	SD	MEAN	SD
31.33	10.12	33.86	09.37	YES	33.86	09.39	33.95	11.56	YES	31.33	10.12	33.95	11.56

**Table-2.11 :** Distribution of class-V students by levels of achievement in language by location, gender and caste

LEVELS	LOCATION			GENDER			CASTE			
	RURAL	URBAN	TOTAL	BOYS	GIRLS	TOTAL	SC/ST	OBC	OTHERS	TOTAL
ZERO (%)	0 00.00	0 00.00	0 00.00	0 00.00	0 00.00	0 00.00	0 00.00	0 00.00	0 00.00	0 00.00
BELOW MLL (%)	381 60.00	48 43.60	429 57.59	289 54.43	140 65.42	429 57.59	92 68.15	212 58.56	125 50.40	
MLL (%)	207 32.60	49 44.50	256 34.36	193 36.35	63 29.44	256 34.36	38 28.15	128 35.36	90 36.29	
NEAR MASTERY (%)	45 07.10	10 09.10	55 07.38	44 08.28	11 05.14	55 07.38	3 02.22	22 06.08	30 12.10	
MASTERY (%)	2 00.30	3 02.70	5 00.67	5 00.94	0 00.00	5 00.67	2 01.48	0 00.00	3 01.21	
TOTAL (%)	635 100.00	110 100.00	745 100.00	531 100.00	214 100.00	745 100.00	135 100.00	362 100.00	248 100.00	



**Table-2.11A:** Distribution of class-V students by levels of achievement in language by gender and

LEVELS	RURAL			URBAN		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
ZERO (%)	0 00.00	0 00.00	0 00.00	0 00.00	0 00.00	0 00.00
BELOW MLL (%)	268 65.60	113 73.90	381 60.00	21 42.90	27 44.30	48 43.60
MLL (%)	172 35.70	35 22.90	207 32.60	21 42.90	28 45.90	49 44.50
NEAR MASTERY (%)	40 08.30	5 03.30	45 07.10	4 08.02	6 09.80	10 09.10
MASTERY (%)	2 00.40	0 00.00	2 00.30	3 06.10	0 00.00	3 02.70
TOTAL (%)	482 100.00	153 100.00	635 100.00	49 100.00	61 100.00	110 100.00

**Table-2.11B:** Distribution of class-V students by levels of achievement in language by location

LEVELS	WORD MEANING			READING COMPREHENSION		
	RURAL	URBAN	TOTAL	RURAL	URBAN	TOTAL
ZERO (%)	2 00.31	1 00.90	3 00.40	8 01.30	0 00.00	8 01.10
BELOW MLL (%)	108 17.00	14 12.73	122 16.38	460 72.40	60 54.50	520 69.80
MLL (%)	411 64.42	69 62.73	480 64.43	117 18.40	32 29.10	149 20.00
NEAR MASTERY (%)	104 16.40	26 23.64	130 17.45	46 07.20	14 12.70	60 08.10
MASTERY (%)	10 01.60	0 00.00	10 01.34	4 00.60	4 00.50	8 01.10
TOTAL (%)	635 100.00	110 100.00	745 100.00	635 100.00	110 100.00	745 100.00



**Table-2.11C:** Distribution of class-V students by levels of achievement in language by gender

LEVELS	WORD MEANING			READING COMPREHENSION		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
ZERO (%)	3 00.60	0 00.00	3 00.40	7 01.30	1 00.50	8 01.10
BELOW MLL (%)	85 16.00	37 17.30	122 16.38	358 67.40	162 75.70	520 69.80
MLL (%)	337 63.50	143 66.80	480 64.43	116 21.80	33 15.40	149 20.00
NEAR MASTERY (%)	97 18.30	33 15.40	130 17.45	44 08.30	16 07.50	60 08.10
MASTERY (%)	9 01.70	1 00.50	10 01.34	6 01.10	2 00.90	8 01.10
TOTAL (%)	531 100.00	214 100.00	745 100.00	531 100.00	214 100.00	745 100.00

**Table-2.11D:** Distribution of class-V students by levels of achievement in language by caste

LEVELS	WORD MEANING				READING COMPREHENSION		
	SC/ST	OBC	OTHERS	TOTAL	SC/ST	OBC	OTHERS
ZERO (%)	1 00.70	2 00.60	0 00.00	3 00.40	1 00.70	4 01.10	3 01.20
BELOW MLL (%)	28 20.70	52 14.40	42 16.90	122 16.38	105 77.80	257 71.00	158 63.70
MLL (%)	91 67.40	244 67.40	145 58.50	480 64.43	22 16.30	76 21.00	51 20.60
NEAR MASTERY (%)	14 10.40	61 16.90	55 22.20	130 17.45	5 03.70	22 06.10	33 13.30
MASTERY (%)	1 00.70	3 00.80	6 02.40	10 01.34	2 01.5	3 00.80	3 01.20
TOTAL (%)	135 100.00	362 100.00	248 100.00	745 100.00	135 100.00	362 100.00	248 100.00



**Table-2.12:** Mean score of class-v students in language by location

AREA	MAX. MARKS	RURAL		URBAN		TOTAL
		MEAN	SD	MEAN	SD	MEAN
WORD MEANING (%)	40	19.75 (49.37)	05.55	20.44 (51.10)	05.47	19.85 (49.63)
READING COMPREHENSION (%)	44	13.75 (31.29)	06.54 17.12	07.01 (38.91)	14.25	06.71 (32.39)

**Table-2.13:** Mean score of class-V students in language by gender and caste

AREA	MAX. MARKS	BOYS		GIRLS		SC/ST		OBC		TOTAL
		MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD	
WORD MEANING (%)	40	20.06 (50.15)	05.77	19.33 (48.32)	04.89	18.48 (46.20)	05.11	19.91 (49.78)	05.32	20.00 (51.10)
READING COMPREHENSION (%)	44	14.48 (32.91)	06.86	13.68 (31.09)	06.31	12.84 (29.18)	06.52	13.96 (31.72)	06.11	15.00 (34.09)

**Table-2.14:** Mean score of class-V students in mathematics by location

	RURAL		URBAN		TOTAL	
	MEAN	SD	MEAN	SD	MEAN	SD
MARKS (%)	12.92 (32.30)	05.21	12.45 (31.10)	04.00	12.85 (32.10)	05.05

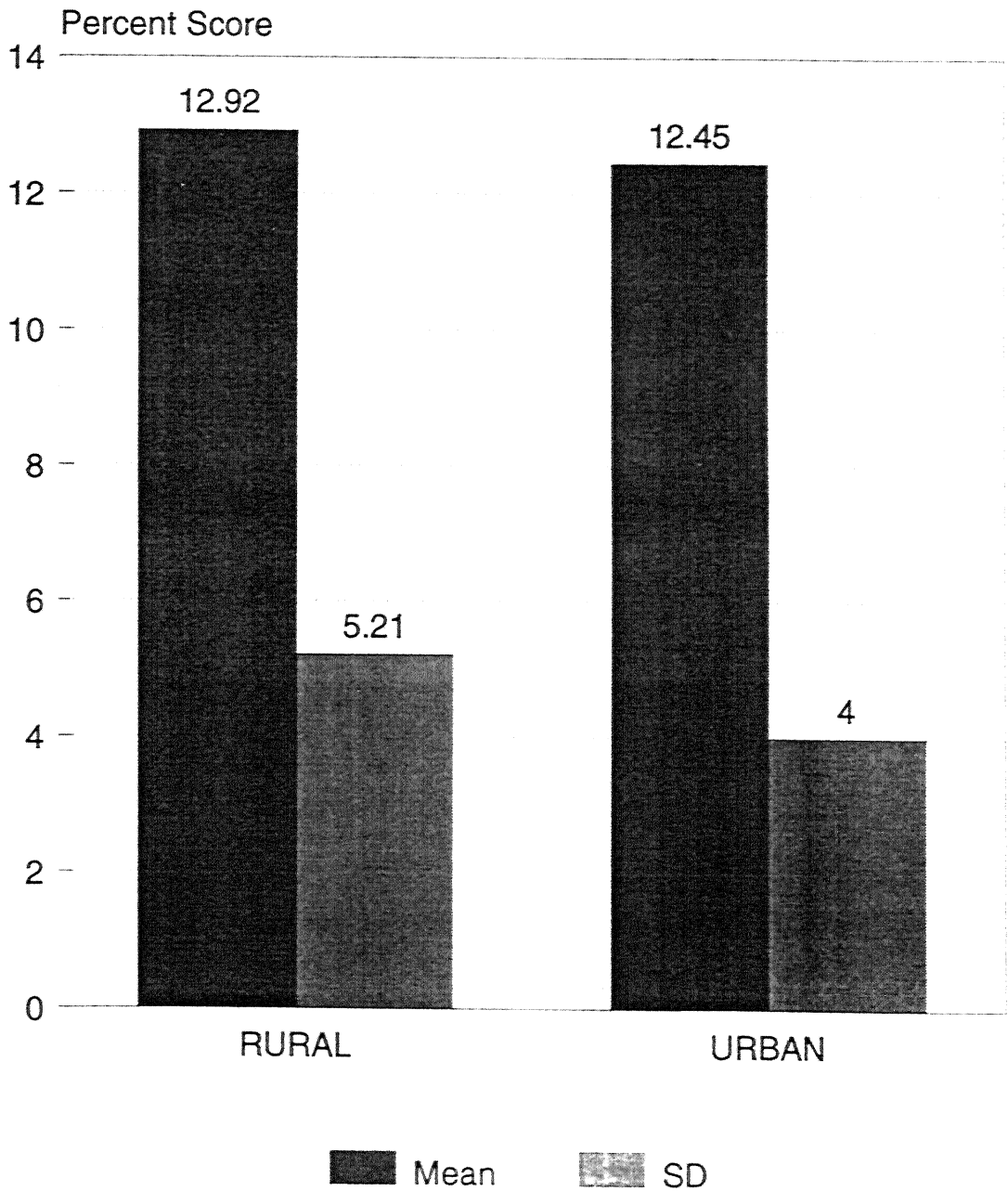
**Table-2.15:** Mean score of class-V students in mathematics by gender

	BOYS		GIRLS		TOTAL	
	MEAN	SD	MEAN	SD	MEAN	SD
MARKS (%)	13.43 (33.60)	05.26	11.42 (28.60)	04.17	12.85 (32.10)	05.05



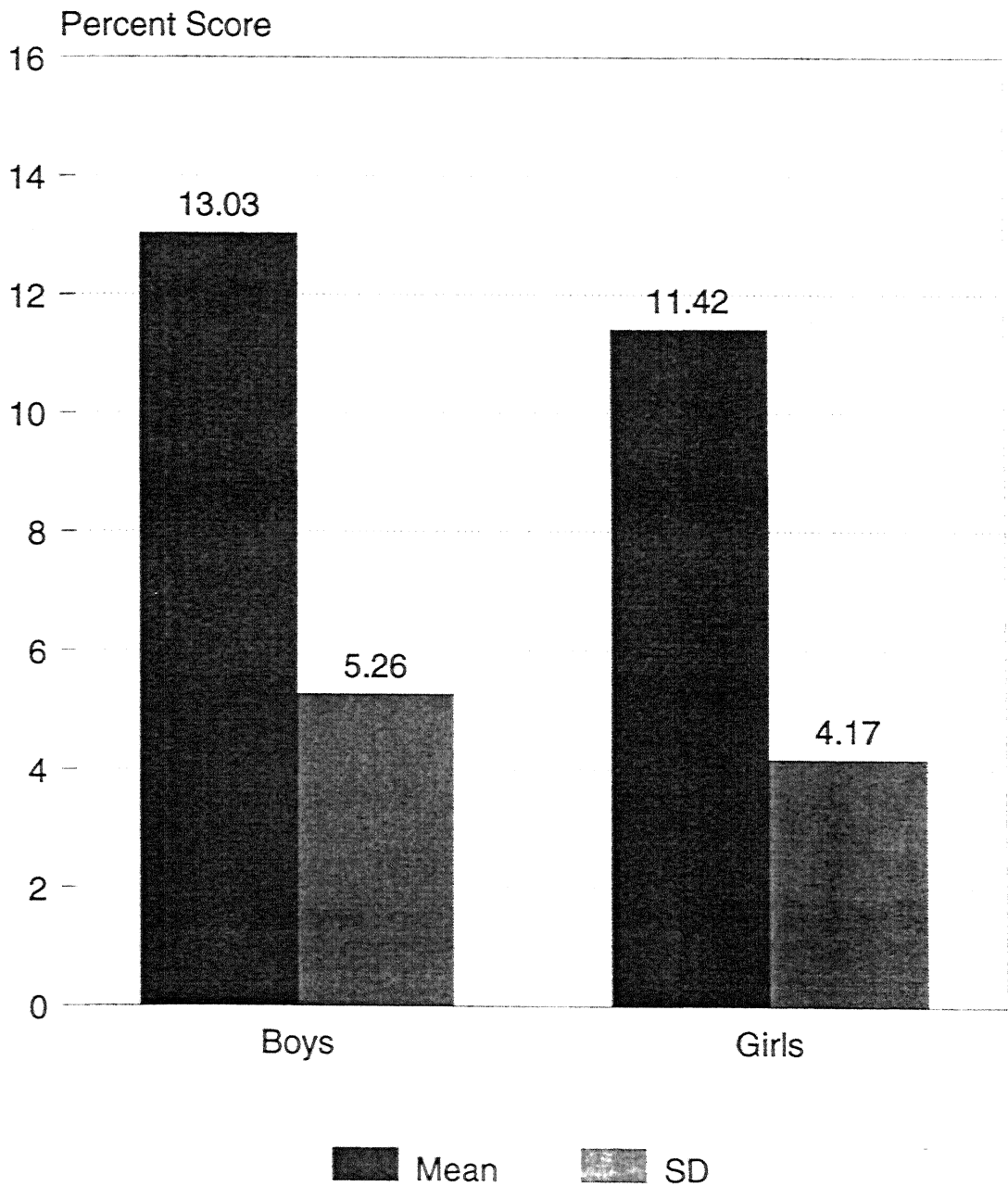


## 2.4 Class-V achievent in mathematics by location



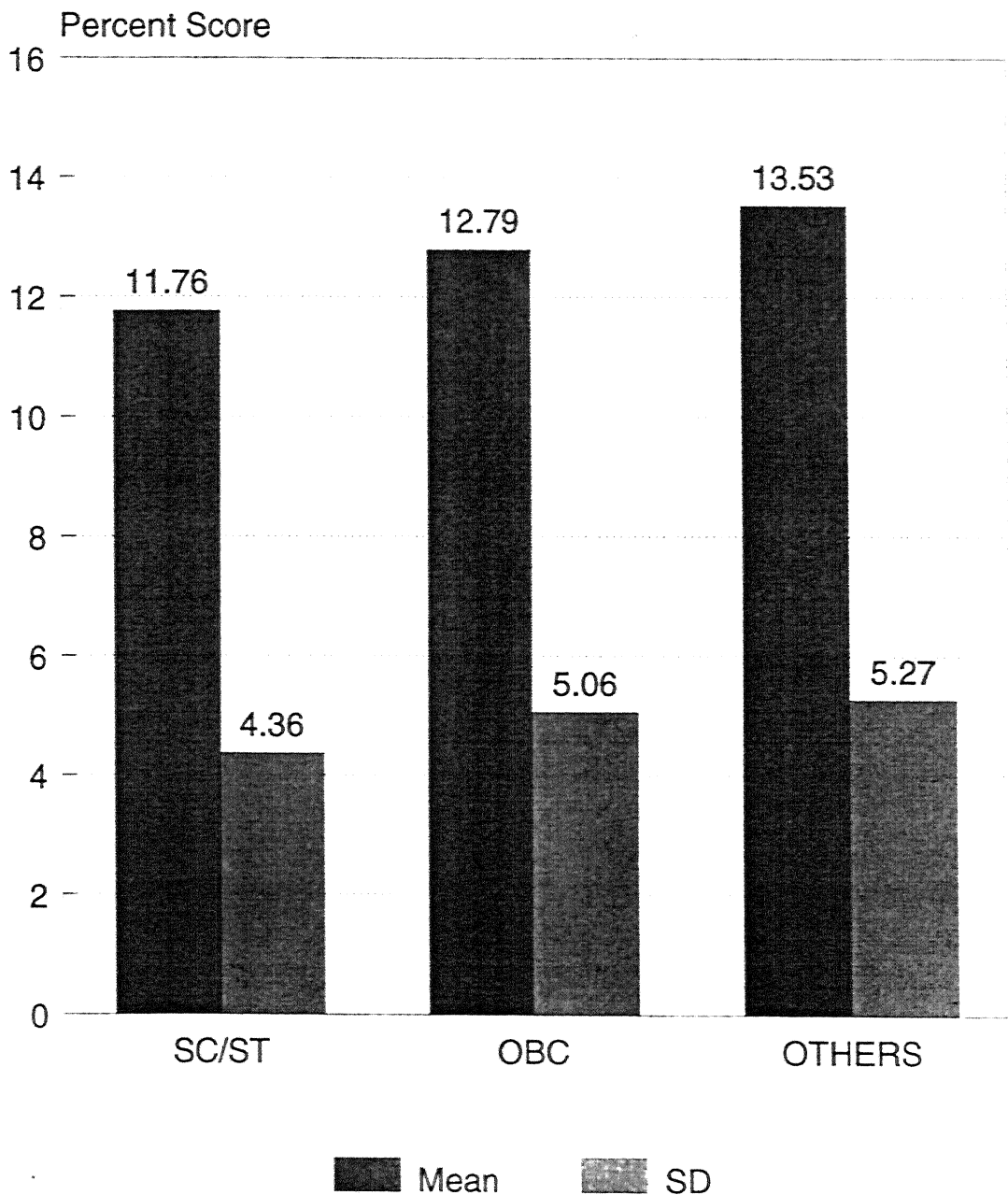


## 2.5 Class-V achievent in mathematics by gender





## 2.6 Class-V achievent in mathematics by Caste





**Table-2.16:** Mean score of class-V student in mathematics by caste

	SC/ST		OBC		OTHER		TOTAL
	MEAN	SD	MEAN	SD	MEAN	SD	MEAN
MARKS (%)	11.76 (29.40)	04.36	12.79 (31.98)	05.06	13.53 (33.83)	05.27	12.85 (32.10)

**Table-2.17:** Mean scores of class-V students in mathematics  
by gender and location

AREA	RURAL		URBAN	
	MEAN	SD	MEAN	SD
BOYS (%)	13.41 (33.53)	05.36	13.55 (33.88)	04.06
GIRLS (%)	11.36 (28.40)	04.33	11.57 (28.93)	03.77
TOTAL (%)	12.92 (32.30)	05.21	12.45 (31.13)	04.00

**Table-2.18:** Statistical significance of difference in the mean score of class-V students in mathematics by

RURAL		URBAN		DIFFERENCE IN MEAN SIGNIFICANCE
MEAN	SD	MEAN	SD	
12.92	05.21	12.45	04.00	NO

**Table-2.19:** Statistical significance of difference in the mean scores of class-V students in mathematics by

BOYS		GIRLS		DIFFERENCE IN MEAN SIGNIFICANCE
MEAN	SD	MEAN	SD	
13.43	05.26	11.42	04.17	YES





**Table-2.20:** Statistical significance of difference in the mean score of class-V students in mathematics by caste

SC/ST		OBC		DIFF. IN MEAN	OBC		OTHERS		DIFF. IN MEAN	SC/ST		OTHERS	
MEAN	SD	MEAN	SD	SIG.	MEAN	SD	MEAN	SD	SIG.	MEAN	SD	MEAN	SD
11.76	04.36	12.79	05.06	YES	12.79	05.06	13.53	05.27	NO	11.76	04.36	13.53	05.27

**Table-2.21:** Mean score of class-V students in mathematics by location

CONTEXT AREA	MAXIMUM MARKS	RURAL		URBAN		TOTAL	
		MEAN	SD	MEAN	SD	MEAN	SD
ADDITION (%)	3	00.90 (30.00)	00.79	00.95 (31.67)	00.89	00.91 (30.33)	00.84
SUBTRACTION (%)	2	00.68 (34.00)	00.70	00.65 (32.50)	00.67	00.68 (34.00)	00.68
MULTIPLICATION (%)	3	00.96 (32.00)	00.85	00.78 (26.00)	00.76	00.94 (31.33)	00.81
DIVISION (%)	4	01.32 (33.00)	00.93	01.33 (33.25)	00.85	01.32 (33.00)	00.89
UNITARY METHOD (%)	1	00.28 (28.00)	00.45	00.35 (35.00)	00.48	00.29 (29.00)	00.47
FACTORS (%)	6	01.87 (31.17)	01.13	01.70 (28.33)	01.15	01.84 (30.67)	01.14
DECIMAL (%)	6	02.18 (36.33)	01.15	02.24 (37.33)	01.12	02.19 (36.50)	01.13
FRACTION (%)	7	02.08 (29.71)	01.28	01.95 (27.86)	01.20	02.06 (29.43)	01.24
TIME AND PERIOD (%)	3	00.99 (33.00)	00.91	00.96 (32.00)	00.93	00.99 (33.00)	00.92
WEIGHTS AND MEASURES (%)	3	00.90 (30.00)	00.82	00.87 (29.00)	00.83	00.90 (30.00)	00.83
GEOMETRY (%)	2	00.74 (37.00)	00.64	00.68 (34.00)	00.70	00.73 (36.50)	00.67



**Table-2.22:** Distribution of class-V students by levels of achievement in mathematics by location, gender and

LEVELS	LOCATION			GENDER			CASTE		
	RURAL	URBAN	TOTAL	BOYS	GIRLS	TOTAL	SC/ST	OBC	OTHERS
ZERO (%)	3 00.50	0 00.00	3 00.40	2 00.38	1 00.47	3 00.40	0 00.00	2 00.55	1 00.40
BELOW MLL (%)	492 77.50	95 86.40	587 78.79	400 75.33	187 87.38	587 78.79	118 87.41	283 78.18	186 75.00
MLL (%)	116 18.30	14 12.70	130 17.45	105 19.77	25 11.68	130 17.45	15 11.11	66 18.23	49 19.76
NEAR MASTERY (%)	24 03.80	1 00.90	25 03.36	24 04.52	1 00.47	25 03.36	2 01.50	11 03.03	12 04.84
MASTERY (%)	0 00.00	0 00.00	0 00.00	0 00.00	0 00.00	0 00.00	0 00.00	0 00.00	0 00.00
TOTAL = (%)	635 100.00	110 100.00	745 100.00	531 100.00	214 100.00	745 100.00	135 100.00	362 100.00	248 100.00

**Table-2.22A:** Distribution of class-V students by levels of achievement in mathematics by gender and

LEVELS	RURAL			URBAN		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
ZERO (%)	2 00.40	1 00.70	3 00.50	0 00.00	0 00.00	0 00.00
BELOW MLL (%)	360 74.70	132 86.30	492 77.50	40 81.60	55 90.20	95 86.40
MLL (%)	97 20.10	19 12.40	116 18.30	8 16.30	6 09.80	14 12.70
NEAR MASTERY (%)	23 04.80	1 00.70	24 03.80	1 02.00	0 00.00	1 00.90
MASTERY (%)	0 00.00	0 00.00	0 00.00	0 00.00	0 00.00	0 00.00
TOTAL = (%)	482 100.00	153 100.00	635 100.00	49 100.00	61 100.00	110 100.00



## C L A S S - I I

**Table-2.23:** Distribution of class-II students having pre-school training by location

PRE-SCHOOL TRAINING	RURAL	URBAN	TOTAL
ATTENDED	8	6	14
(%)	(01.60)	(06.70)	(02.30)
NOT ATTENDED	505	83	588
(%)	(98.40)	(93.30)	(97.70)
TOTAL	513	89	602
(%)	(100.00)	(100.00)	(100.00)

**Table-2.23A:** Mean score of class-II students in language by location

AREA	MAX. MARKS	RURAL		URBAN		TOTAL
		MEAN	SD	MEAN	SD	MEAN
LETTER READING	10	06.76	02.82	06.86	02.87	06.78
(%)		(67.60)		(68.60)		(67.80)
WORD READING	10	04.66	04.02	05.34	03.50	04.76
(%)		(46.60)		(53.40)		(47.60)
TOTAL LANGUAGE	20	11.42	06.31	12.20	05.91	11.54
(%)		(57.10)		(61.00)		(57.70)

**Table-2.24:** Mean score of class-II students in language by gender

AREA	MAX. MARKS	BOYS		GIRLS		TOTAL
		MEAN	SD	MEAN	SD	MEAN
LETTER READING	10	06.79	02.83	06.76	02.80	06.78
(%)		(67.90)		(67.60)		(67.80)
WORD READING	10	04.80	03.99	04.68	03.88	04.76
(%)		(48.00)		(46.80)		(47.60)
TOTAL LANGUAGE	20	11.59	06.32	11.44	06.11	11.54
(%)		(57.95)		(57.20)		(57.70)



**Table-2.25** : Mean achievement of class-II students in language by caste

AREA	MAX. MARKS	SC/ST		OTHERS		TOTAL	
		MEAN	SD	MEAN	SD	MEAN	SD
LETTER READING (%)	10	06.60 (66.60)	02.76	06.84 (68.40)	02.84	06.78 (67.80)	02.82
WORD READING (%)	10	03.94 (39.40)	03.86	05.04 (50.40)	03.94	04.76 (47.60)	03.95
TOTAL LANGUAGE (%)	20	10.54 (52.70)	06.08	11.88 (59.40)	06.28	11.54 (57.7)	06.25

**Table-2.26** : Distribution of class-II students by levels of achievement in language by location, gender and caste

LEVELS	LOCATION			GENDER			CASTE		
	RURAL	URBAN	TOTAL	BOYS	GIRLS	TOTAL	SC/ST	OTHERS	TOTAL
ZERO	35	7	42	30	12	42	12	30	42
(%)	06.80	07.90	07.00	07.40	06.10	07.00	07.90	06.70	07.00
BELOW MLL	149	15	164	109	55	164	49	115	164
(%)	29.00	16.90	27.20	27.00	27.80	27.20	32.20	25.60	27.20
MLL	76	19	95	60	35	95	29	66	95

**Table-2.27:** Mean score of class-II students in mathematics by location

AREA	MAXI- MUM MARKS	RURAL		URBAN		TOTAL	
		MEAN	SD	MEAN	SD	MEAN	SD
NUMBER RE- COGNITION (%)	6	03.05 (50.83)	01.83	03.80 (63.33)	01.72	03.16 (52.67)	01.83
ADDITION (%)	4	01.39 (34.75)	01.45	01.72 (43.00)	01.38	01.44 (36.00)	01.44
SUBTRACTION (%)	4	01.40 (35.00)	01.64	02.13 (53.25)	01.74	01.51 (37.75)	01.68
TOTAL MATHS (%)	14	05.84 (41.71)	04.18	07.65 (54.64)	04.16	06.11 (43.64)	04.23



**Table-2.29:** Mean score of class-II students in mathematics by caste

AREA	MAXMUM MARKS	SC/ST		OTHERS		TOTAL	
		MEAN	SD	MEAN	SD	MEAN	SD
NUMBER RE- COGNITION (%)	6	02.63 (43.83)	01.69	03.34 (55.67)	01.84	03.16 (52.67)	01.83
ADDITION (%)	4	01.16 (29.00)	01.30	01.54 (38.50)	01.47	01.44 (36.00)	01.44
SUBTRACTION (%)	4	01.43 (35.75)	01.65	01.53 (38.25)	01.69	01.51 (37.75)	01.68
TOTAL MATHS (%)	14	05.22 (37.28)	03.90	06.41 (45.78)	04.29	06.11 (43.64)	04.23

**Table-2.30:** Distribution of class-II students by levels of achievement in mathematics by location, gender and caste

LEVELS	LOCATION			GENDER			CASTE		
	RURAL	URBAN	TOTAL	BOYS	GIRLS	TOTAL	SC/ST	OTHERS	TOTAL
ZERO	187	20	207	134	73	207	60	147	207

**Table-2.33:** Distribution of dropout students doing paid work

	BOYS	GIRLS	TOTAL
No.	22	4	26
(%)	(28.60)	(05.40)	(17.20)

**Table-2.34:** Distribution of dropout students engaged in different occupations

OCCUPATION	BOYS	GIRLS	TOTAL
FACTORY WORK (%)	0 (00.00)	0 (00.00)	0 (00.00)
HOUSEHOLD INDUSTRY/ ARTISAN WORK (%)	9 (40.90)	3 (75.00)	12 (46.20)
AGRICULTURAL WORK (%)	4 (18.20)	0 (00.00)	4 (15.30)
SERVICES DOMESTIC/ SHOP/HATERS Etc.(%)	1 (04.50)	0 (00.00)	1 (03.80)
OTHERS (%)	8 (36.40)	1 (25.00)	9 (34.60)
TOTAL (%)	22 (100.00)	4 (100.00)	26 (100.00)

**Table-2.35:** Distribution of dropout students by levels of achievements in language

LEVELS	BOYS	GIRLS	TOTAL
ZERO (%)	36 (46.80)	37 (50.00)	73 (48.30)
BELOW MLL (%)	27 (35.10)	18 (24.30)	45 (29.80)
MLL (%)	7 (09.10)	7 (09.50)	14 (09.30)
NEAR MASTERY (%)	4 (05.20)	7 (09.50)	11 (07.30)
MASTERY (%)	3 (03.90)	5 (06.80)	8 (05.30)
TOTAL (%)	77 (100.00)	74 (100.00)	151 (100.00)

**Table-2.37: Reasons of discontinuance of studies by dropout students**

REASONS	BOYS	GIRLS	TOTAL
PARENTS DO NOT WANT (%)	2 (02.60)	10 (13.50)	12 (07.90)
HAVE TO ASSIST IN HOUSEHOLD WORK (%)	16 (20.80)	33 (44.60)	49 (32.50)
WILL HAVE TO EARN A LIVING (%)	17 (22.10)	1 (01.40)	18 (11.90)
TRAINING IN HOUSEHOLD ENTERPRISE (%)	2 (02.60)	1 (01.40)	3 (02.00)
STUDIES TOO DIFFICULT (%)	7 (09.10)	3 (04.10)	10 (06.60)
CAN NOT AFFORD TEXTBOOK/NOTEBOOKS (%)	12 (15.60)	6 (08.10)	18 (11.90)
ILLNESS/NOT KEEPING WELL (%)	3 (03.90)	8 (10.80)	11 (07.30)
WILL GET MARRIED (%)	0 (00.00)	1 (01.40)	1 (00.70)
FAILURE/DID NOT LEARN ANYTHING	4	2	6

**Table-2.38:** Age profile of class-V students

AGE IN YEAR	BOYS	GIRLS	TOTAL
8 (%)	5 (00.90)	7 (03.30)	12 (01.60)
9 (%)	122 (23.00)	52 (24.30)	174 (23.40)
10 (%)	232 (43.70)	88 (41.10)	320 (43.00)
11 (%)	119 (22.40)	48 (22.40)	167 (22.40)
12 AND ABOVE (%)	53 (09.98)	19 (08.80)	72 (09.60)
TOTAL (%)	531 (100.00)	214 (100.00)	745 (100.00)



**Table-2.44:** Health status of class-v students (impairment)

IMPAIRMENT	NUMBER
VISION (%)	9 (01.20)
HEARING (%)	9 (01.20)
SPEECH (%)	12 (01.60)
LIMBS (%)	13 (01.70)
OTHERS (%)	7 (00.90)
TOTAL (%)	50 (06.60)
TOTAL N =	745

**Table-2.47:** Impressions of class-V students about home work given to them by their teachers (No. of students)

INSTRUCTION	HOME WORK GIVEN			CORRECTION OF HOME WORK		
	RURAL	URBAN	TOTAL	RURAL	URBAN	TOTAL
REGULARLY (%)	284 44.70	42 38.20	326 43.76	338 53.20	73 66.40	411 55.17
SOME TIME (%)	289 45.50	62 56.36	351 47.11	199 31.30	31 28.20	230 30.87
NEVER (%)	62 09.80	6 04.45	68 09.13	37 05.80	0 00.00	37 04.97
TOTAL N =	635	110	745	635	110	745

**Table-2.48:** Distribution of responses of class-V students regarding the practice of class-tests in the schools



**Table-2.50** : Significance of difference in mean scores in language among those who received family assistance in completing home work and other, students

THOSE WHO GET FAMILY ASSISTANCE		THOSE WHO DID NOT GET FAMILY ASSISTANCE		DIFF. IN MEAN SIGNI- FICANCE NO
MEAN	SD	MEAN	SD	
35.05	10.95	33.44	09.94	

**Table-2.51** : Significance of difference in mean scores in mathematics among those who received family assistance in completing home work and other, students

THOSE WHO GET FAMILY ASSISTANCE		THOSE WHO DID NOT GET FAMILY ASSISTANCE		DIFF. IN MEAN SIGNI- FICANCE NO
MEAN	SD	MEAN	SD	
12.70	05.30	12.95	04.86	

**Table-2.53A:** Distribution of class-V students reporting on class teaching practices  
(i) Reading aloud in the class-room (ii) Dictation

	READING ALOUD			DICTATION		
	RURAL	URBAN	TOTAL	RURAL	URBAN	TOTAL
REGULARLY (%)	258 40.60	32 29.10	290 38.90	384 60.50	62 54.40	446 59.90
SOMETIME (%)	295 46.50	72 65.50	367 49.30	218 34.30	46 41.80	264 35.40
NEVER (%)	82 12.90	6 05.50	88 11.80	33 05.20	2 01.80	35 04.70
TOTAL (%)	635 100.00	110 100.00	745 100.00	635 100.00	110 100.00	745 100.00

**Table-2.55 : Incidence of pre-schooling training among primary school students**

	RURAL	URBAN	TOTAL
BALWADI (%)	2 (00.30)	0 (00.00)	2 (00.20)
AGANWADI (%)	0 (00.00)	1 (00.90)	1 (00.10)
LKG/UKG (%)	20 (03.10)	1 (00.90)	21 (02.80)
TOTAL (%)	22 (03.40)	2 (01.80)	24 (03.10)
TOTAL N =	40	5	45

**Table-2.57 : Number of schools with pre-school training facilities**

	RURAL	URBAN	TOTAL
WITH PRE-SCHOOL (%)	0 (00.00)	0 (00.00)	0 (00.00)
WITH BALWADI/AGANWADI (%)	0 00.00	1 20.00	1 02.20
WITH LKG/UKG AND OTHER (%)	0 (00.00)	0 (00.00)	0 (00.00)
TOTAL N =	40	5	45

**Table-2.57B : Location of sample schools (Mean distance in km.)**

NAME OF PLACE	RURAL		URBAN		TOTAL	
	MEAN	SD	MEAN	SD	MEAN	SD
NEAREST BLOCK HEAD QUARTER	10.95	06.67	01.20	01.10	09.87	07.00
NEAREST PRIMARY SCHOOL	02.22	01.89	00.60	00.55	02.04	01.85
NEAREST UPPER PRIMARY SCHOOL	03.03	02.52	01.40	00.54	02.84	02.43
NEAREST HIGH SCHOOL/ INTERMEDIATE SCHOOL	04.84	03.69	02.80	02.95	04.62	03.65
NEAREST TRADITIONAL SCHOOL	08.43	12.83	01.20	00.45	07.62	12.29
NEAREST AGANWADI, BALWADI/ NURSERY	03.75	04.64	00.60	00.55	03.40	04.48
NEAREST SANKUL SCHOOL	06.13	06.49	00.40	00.54	05.49	06.38

**Table-2.59:** Distribution of schools by number of additional rooms required

No. OF ROOMS	RURAL	URBAN	TOTAL
ZERO (%)	1 (02.50)	0 (00.00)	1 (02.20)
ONE (%)	1 (02.50)	0 (00.00)	1 (02.20)
TWO (%)	6 (15.00)	1 (20.00)	7 (15.70)
THREE (%)	22 (55.00)	2 (40.00)	24 (53.30)
FOUR (%)	3 (07.50)	1 (20.00)	4 (08.90)
FIVE (%)	2 (05.00)	0 (00.00)	2 (04.40)
SIX & ABOVE (%)	5 (12.50)	1 (20.00)	6 (13.30)
TOTAL (%)	40 (100.00)	5 (100.00)	45 (100.00)

Table-2.60 : Basic facilities in school

SL. NO.	ITEMS	RURAL		URBAN		TOTAL	
		No	(%)	No.	(%)	No.	(%)
1.	MAP	38	95.00	4	80.00	42	93.30
2.	GLOBE	34	85.00	2	40.00	36	80.00
3.	CHART	25	62.50	2	40.00	27	60.00
4.	PLAYING GOODS, TOYS	31	77.50	2	40.00	33	73.30
5.	PLAYING INSTRUMENTS	28	70.00	3	60.00	31	68.90
6.	PRIMARY SCIENCE KIT	26	65.00	2	40.00	28	62.20
7.	SMALL INSTRUMENT KIT	17	42.50	0	00.00	17	37.80
8.	MATHEMATICS KIT	21	52.50	2	40.00	23	51.10
9.	DICTIONARY	27	67.50	4	80.00	31	68.90
10.	BOOKS OF CHILDREN	32	80.00	4	80.00	36	80.00
11.	NEWS PAPER/JOURNALS	9	22.50	1	20.00	10	22.20
12.	BELL	35	87.80	5	100.00	40	88.90
13.	MUSIC ITEMS	24	60.00	3	60.00	27	60.00
14.	MAT AND FURNITURE FOR						
	(a) ALL STUDENTS	3	07.50	1	20.00	4	08.90
	(b) SOME STUDENTS	25	62.50	4	80.00	29	64.40
	(c) NONE STUDENT	12	30.00	0	00.00	12	26.70
15.	CHAIR FOR ALL TEACHERS	36	90.00	5	100.00	41	91.10
16.	TABLE FOR ALL TEACHERS	26	65.00	4	80.00	30	66.70
17.	BLACK BOARD FOR ALL CLASSES	24	60.00	5	100.00	29	64.40
18.	NOTICE BOARD	4	10.00	3	60.00	7	15.60
19.	CHALK DUSTER FOR ALL CLASSES	8	20.00	3	60.00	11	24.40
20.	GLASS TUMBLERS	25	62.50	2	40.00	27	60.00
21.	DUSTBIN	18	45.00	1	20.00	19	42.20
22.	SAFE DRINKING WATER	17	42.50	3	60.00	20	44.40
23.	TOILET	6	15.00	2	40.00	8	17.80
24.	TOILET (FOR GIRLS)	3	07.50	1	20.00	4	08.90
25.	ELECTRIC CONNECTION	0	00.00	2	40.00	2	04.40
26.	PLAY GROUND	22	55.00	5	100.00	27	60.00
27.	WITH SCHOOL GROUND	20	50.00	5	100.00	25	55.60
28.	OUT SCHOOL GROUND	21	52.50	5	100.00	26	57.80
29.	YEARLY HEALTH TESTING	6	15.00	2	40.00	8	17.80
30.	IMMUNIZATION	4	10.00	2	40.00	6	13.30
31.	PRIMARY FIRST AID BOX	3	07.50	2	40.00	5	11.10

**Table-2.61:** Class-V examination result (1994)

	APPEARED IN EXAM.			EXAMINATION PASSED			TOTAL PASS (%)
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	
RURAL (%)	697 90.60	222 75.00	919 86.30	694 90.80	217 74.60	911 86.40	99.12
URBAN (%)	72 09.40	74 25.00	146 13.70	70 09.20	74 25.40	144 13.60	98.63
TOTAL (%)	769 100.00	296 100.00	1065 100.00	764 100.00	291 100.00	1055 100.00	99.06

**Table-2.61A:** Working teachers and vacant posts in schools as on 30th Sept. 1994-95 by location

	SANCTIONED POSTS	No. OF WORKING TEACHER	VACANT POSTS (%)
RURAL (%)	131 (79.90)	99 (75.00)	24.40
URBAN (%)	33 (20.10)	33 (25.00)	00.00
TOTAL (%)	164 (100.00)	132 (100.00)	19.50



**Table-2.61C : Qualification of teachers as on 30 Sept. 1994**

	MALE	FEMALE	TOTAL
JUNIOR HIGH SCHOOL (%)	4 (03.60)	1 (04.50)	5 (03.80)
HIGH SCHOOL (%)	30 (27.30)	0 (00.00)	30 (22.70)
INTERMEDIATE (%)	44 (40.00)	8 (36.40)	52 (39.40)
GRADUATE (%)	24 (21.80)	6 (27.30)	30 (22.70)
POST GRADUATE (%)	8 (07.30)	7 (31.80)	15 (11.40)
TOTAL (%)	110 (100.00)	22 (100.00)	132 (100.00)

**Table-2.62: Distribution of schools by number of teachers**

TEACHERS IN THE SCHOOL	NUMBER OF SCHOOLS RURAL / URBAN		TOTAL SCHOOL
ONE (%)	7 (17.50)	0 (00.00)	7 (15.56)
TWO (%)	21 (52.50)	0 (00.00)	21 (46.67)
THREE (%)	6 (15.00)	1 (20.00)	7 (15.56)
FOUR (%)	4 (10.00)	0 (00.00)	4 (08.88)
FIVE (%)	2 (05.00)	4 (80.00)	6 (13.33)
TOTAL (%)	40 (100.00)	5 (100.00)	45 (100.00)

**Table-2.63:** Vacant and sanctioned posts of teachers in the sample schools

WORKING TEACHER (%)	132 (80.50)
VACANT POSTS (%)	32 (19.50)
TOTAL SANCTIONED POSTS (%)	164 (100.00)

**Table-2.64:** Number of additional posts of teachers required on the basis of current enrollment

RURAL	URBAN	TOTAL
46	2	48

**Table-2.68:** Distribution of sample teachers by location, gender and caste

	LOCATION		GENDER		CASTE					
	RURAL	URBAN	TOTAL	MALE	FEMALE	TOTAL	SC/ST	OBC	OTHERS	TOTAL
No.	93	23	116	101	15	116	17	47	52	116
(%)	80.20	19.80	100.00	87.10	12.90	100.00	14.70	40.50	44.80	100.00

**Table-2.69:** Distribution of sample teachers by gender and age

AGE GROUP IN YEARS	MALE		FEMALE		TOTAL
BELOW 25	4	1	5		
(%)	(04.00)	(06.70)	(04.31)		
25-29	8	2	10		
(%)	(07.90)	(13.30)	(08.62)		
30-34	4	0	4		
(%)	(04.00)	(00.00)	(03.45)		
35-44	17	10	27		
(%)	(16.80)	(66.70)	(23.28)		
ABOVE 44	68	2	70		
(%)	(67.30)	(13.30)	(60.34)		
TOTAL	101	15	116		
(%)	(100.00)	(100.00)	(100.00)		

**Table-2.70:** Distribution of sample teachers by level of academic standard

QUALIFICATION	MALE	FEMALE	TOTAL
JUNIOR HIGH SCHOOL	4	1	5
(%)	(03.96)	(06.70)	(04.31)
HIGH SCHOOL	28	0	28
(%)	(27.72)	(00.00)	(24.14)
INTERMEDIATE	42	5	47
(%)	(41.59)	(33.30)	(40.52)
GRADUATION	19	3	22
(%)	(18.81)	(20.00)	(18.97)
POST GRADUATION	8	6	14
(%)	(07.92)	(40.00)	(12.06)
TOTAL	101	5	116
(%)	(100.00)	(100.00)	(100.00)

**Table-2.71:** Distribution of teachers by level of academic standard in language and mathematics by location

CLASS	LANGUAGE			MATHEMATICS		
	RURAL	URBAN	TOTAL	RURAL	URBAN	TOTAL
JUNIOR HIGH SCHOOL (%)	5 05.40	0 00.00	5 04.30	9 09.70	9 39.10	18 15.50
HIGH SCHOOL (%)	29 31.21	1 04.30	30 25.90	73 78.50	13 56.50	86 74.10
INTERMEDIATE (%)	45 48.40	12 52.20	57 49.10	11 11.80	1 04.30	12 10.30
ABOVE INTERMEDIATE (%)	14 15.10	10 76.50	24 20.70	0 00.00	0 00.00	0 00.00
TOTAL (%)	93 100.00	23 100.00	116 100.00	93 100.00	23 100.00	116 100.00

**Table-2.72:** Distribution of teachers who have not undergone in-service training by location and gender

	RURAL		URBAN		TOTAL	MALE		FEMALE		TOTAL
No.	47	19	66	52	14	66				
(%)	50.50	82.60	56.90	51.50	93.30	56.90				
TOTAL N =	93	23	166	101	15	116				

**Table-2.72A:** Distribution of teachers having undergone in-service training by location and gender

	LOCATION			GENDER		
	RURAL	URBAN	TOTAL	MALE	FEMALE	TOTAL
No.	46	4	50	49	1	50
(%)	49.50	17.40	43.10	48.50	06.70	43.10
TOTAL N =	93	23	166	101	15	116

**Table-2.73:** Teachers engaged in multi-grade teaching by location and gender

	RURAL		URBAN		TOTAL	MALE		FEMALE		TOTAL
No.	65	2	67	63	4	67				
(%)	69.90	08.70	57.80	62.40	26.70	57.80				
TOTAL N =	93	23	166	101	15	116				

**Table-2.74:** Teaching practices in multi-grade teaching setting by gender and location

CATEGORIES	GENDER		TOTAL	LOCATION		TOTAL
	MALE	FEMALE		RURAL	URBAN	
COPY WORK (%)	35	3	38	36	2	38
WAIT, WORK ON THEIR OWN, PLAY (%)	58.30	75.00	59.40	58.10	100.00	59.40
SUPERVISION BY OLDER CHILDREN (%)	12	0	12	12	0	12
OTHERS (%)	20.00	00.00	18.80	19.40	00.00	18.80
	13	1	14	14	0	14
	21.70	25.00	21.90	22.60	00.00	21.90
	0	0	0	0	0	0
	00.00	00.00	00.00	00.00	00.00	00.00
TOTAL (%)	60	4	64	62	2	64
	100.00	100.00	100.00	100.00	100.00	100.00

**Table-2.75:** Distribution of teachers reporting availability of teaching aid

TEACHING AID	RURAL	URBAN	TOTAL
TEACHER GUIDE	40	4	44
(%)	(43.00)	(17.40)	(37.90)
DICTIONARY	49	9	58
(%)	(52.70)	(39.10)	(50.00)
BOOK OTHER THAN	54	11	65
TEXTBOOK (%)	(58.10)	(47.80)	(56.00)
MAP	81	13	94
(%)	(57.10)	(56.50)	(81.00)
GLOBE	67	6	73
(%)	(72.00)	(26.10)	(62.90)
CHARTS	62	14	76
(%)	(66.70)	(60.90)	(65.50)
FLASH CARDS	18	1	19
(%)	(19.40)	(04.30)	(16.40)
SCIENCE (KIT)	50	8	58
(%)	(53.80)	(34.80)	(50.00)
MATHEMATICS (KIT)	40	2	42
(%)	(43.00)	(08.70)	(36.20)
OTHERS	14	0	14
(%)	(15.10)	(00.00)	(12.10)
TOTAL N =	94	22	116

**Table-2.77:** Teachers preference for the type of educational institutions for their children by location

KIND OF SCHOOL	RURAL	URBAN	TOTAL
GOVERNMENT (%)	69 (74.10)	11 (47.80)	80 (69.00)
PRIVATE (AIDED) (%)	15 (16.10)	7 (30.40)	22 (18.90)
PRIVATE NON AIDED (%)	1 (01.10)	0 (00.00)	1 (00.90)
NO PREFERENCE (%)	8 (08.70)	5 (21.80)	13 (11.20)

**Table-2.77A :** Number and percentage of head teachers (detail by location, gender and caste

	LOCATION		GENDER		CASTE					
	RURAL	URBAN TOTAL	MALE	FEMALE TOTAL	SC/ST	OBC	OTHERS TOTAL			
No.	38	5	43	2	43	10	13	20	43	
(%)	88.37	11.63	100.00	98.30	04.70	100.00	23.30	30.20	46.50	100.00

# CHAPTER - III

## D I S T R I C T - B A N D A

### BACKGROUND :

AREA : 7,624 sq. km.

### POPULATION :

YEAR	MALE	FEMALE	TOTAL
1991	10.05 Lakh	8.46 Lakh	18.51 Lakh

Density of population                      246 per sq. km.

Number of Tehsils                              6

Number of Development Blocks              13

Number of Villages                            1,203

Number of Urban Centres                    11

### Literacy percentage

Year	Male	Female	Total
1971	29.31	05.84	13.39
1981	35.58	08.53	23.04
1991	41.82	13.43	28.75



3.1 The purpose of this section is to (a) present an analysis of academic achievements of students in the primary schools of Banda districts, (b) assess the level of literacy retention among the dropout students who had withdrawn from the learning stream before completing their primary education, and (c) underline the more important causes which are responsible for the causation of the dropout phenomenon in primary schools.

3.2 The evaluation of learning achievements was done by administering tests in language and mathematics to sample students in Class-V and Class-II of the sample schools.

**SAMPLE : Table :- 3.1; 3.2 and 3.3**

3.3 The test sample consisted of 828 students of which 380 belonged to Class-V, and 448 to Class-II. 575 of them were boys and 253 girls. Caste-wise, they belonged to three caste groups i.e. SC/ST; OBC and Others. Of the 380 students of Class-V, 73 were SC/ST; 163 OBC and 144 Others. The 448 students of second standard, who were classified into two categories as SC/ST and Others, had 150 SC/ST students and 298 Others.

3.4 Location-wise, the distribution of the sample was done into two distinct categories as Rural and Urban. Of the 380 students of Class-V sample 346 came from Rural and 34 from Urban schools. In Class-II sample 408 students came from Rural schools and 40 from Urban schools.

3.5 Sex-wise division of Class-V students revealed that the sample had 263 boys and 117 girls; the corresponding figures in Class-II sample were 312 boys and 136 girls.

## SECTION - A

### LEARNING ACHIEVEMENT OF CLASS-V STUDENTS LANGUAGE

GENERAL PICTURE : (Reference table : 3.4; 3.5; and 3.9)

- 3.6 The average score of Class-V students in the language test was 36.28 marks or about 43 percent, and there was considerable variation in individual scores around the mean. The average score of boys was 43.70 percent marks; the corresponding average for the girls was 41.90 percent marks. The mean difference between boys and girls scores was not found statistically significant. The level of deviations of individual scores from the respective means in the two series were almost of the same order.

COMPARISON BY LOCATION : (Reference table : 3.4; 3.8)

- 3.7 The average achievement standards of the Rural students differed significantly from their counterparts of the Urban schools. As against the mean score 43.20 percent marks in the case of Rural students, the average score of the Urban students was 41.90, and the difference in the mean

- 3.9 To assess the quality of the average academic standards of Class-V students in language and mathematics, the scores in the tests were graded on a five point scale as below:

**Table :- X Learning achievement scale**

S.No.	Grade	Percentage marks
1.	Zero	x = 0
2.	Below MLL	0 x 40 percent
3.	MLL	41 percent x 59 percent
4.	Near Mastery	60 percent x 79 percent
5.	Mastery	x 80 percent

where x = percent score

**GENERAL PICTURE :(Reference table : 3.11)**

- 3.10 The outcome of the language test revealed that 49.21 percent of the students of Class-V who appeared in the language test, scored below the Minimum Learning Level (MLL); 34.74 percent achieved the MLL grade; 13.95 percent were at the 'Near Mastery' grade, and only 2.11 percent alone could reach the higher grade of 80 percent marks and above.

**COMPARISON BY LOCATION :(Reference table : 3.11)**

- 3.11 Comparison between Rural and Urban students revealed that the average standard of the Rural students was lower as compared to the Urban school students. Thus 52.30 percent of the Rural students as against 17.61 percent Urban students could not qualify the MLL grade; 34.40 percent Rural as against 38.20 percent Urban students, attained the MLL grade; 11.30 percent Rural as against 41.20 percent Urban students were placed in the 'Near Mastery' grade. Only 2 percent of the Rural, as against 2.90 percent of Urban students qualified for the Mastery grade.

**SEX DIFFERENTIAL :(Reference table : 3.11)**

- 3.12 Sex-wise comparison of scores revealed that 48.60 percent boys and 50.48 percent girls could not qualify the MLL grade; 34.98 percent boys and 34.19 percent girls obtained the MLL grade; 14.40 percent boys and

12.82 percent girls reached the Near Mastery category, and only 1.90 percent boys and 2.56 percent among girls could touch the highest category of 80 percent marks and above. The overall inferiority of females in the language as compared to the male students was quite pervasive in all grades except the highest; the Mastery grade. The difference in the male and the female standards was more sharply visible in the separate sample of the Urban students.

**BY CASTE :(Reference table : 3.11)**

**3.13** Caste-wise comparison of the grades of SC/ST, OBC and Other caste groups once again underlined the inferiority of SC/ST students vis-a-vis their counterparts belonging to non scheduled castes. The analysis revealed that 64.38 percent among SC/ST; 50.31 percent among OBC and 39.58 percent among the rest of the students could not qualify for the MLL grade. 30.40 percent among SC/ST students; 39.88 percent among OBC and 31.25 percent among the rest could barely attain the MLL grade; 5.48 percent SC/ST students, 9.20 percent OBC students, and 23.61 percent Others, belonging to other caste groups, attained the Near Mastery grade. The highest grade of 80 percent or above score remained virtually untouched by the SC/ST by students, and 0.61 percent OBC and 4.86 percent Others attained the category of 80 percent score or above.

- 3.16 This pattern of relative deficiency in two major areas of language learning also prevailed in all the sub-sets when the test scores were rearranged into sub-groups of sex, location and castes.

## MATHEMATICS

### GENERAL PICTURE :(Reference table : 3.14; 3.15)

- 3.17 The average score of Class-V students who gave the mathematics test was 37.60 percent marks; the mean score of the Urban and Rural students separately were 43.20 percent and 37 percent marks respectively. The difference between the mean scores of the Rural and Urban students, however, was found significant in terms of 't' value.

### BY SEX :(Reference table : 3.16; 3.17)

- 3.18 The sex-wise comparison of male and female scores in mathematics once again, outlined the inferiority of female standards. The average score of the boys group was 38 percent marks as against 36.60 percent marks in the case of the female's group, and the difference between the mean scores of the male and female students was statistically not significant.

### BY CASTE :(Reference table : 3.19; 3.20)

- 3.19 Among the caste groups the average score of the students belonging to SC/ST group was the lowest. The mean difference between the average scores of SC/ST and OBC students as also between SC/ST and Other caste group, were statistically significant. But the marginal difference in the mean scores of OBC and non SC/ST students, belonging to Other group, was not found statistically significant. Caste-wise distribution of the average scores of the students in mathematics were as follows: SC/ST 33.25 percent, OBC 39.20 percent, and Others 37.95 percent.

### COMPETENCIES IN MATHEMATICS :(Reference table : 3.21)

3.20

The test paper in mathematics consisted of questions on addition, subtraction, multiplication, division, factors, time and period, weights and measures, and geometry

- 3.21 Area-wise analysis of average scores revealed that in most of the branches of mathematics in which the test was given, the average levels of competency was far below the standard of Minimum Learning Level (MLL) as prescribed by NCERT. The particular areas in which competencies were poorest were addition, unitary method, fractions and geometry.

**QUALITY OF LEARNING STANDARDS : (Reference table : 3.22)**

- 3.22 Quality-wise analysis of the test scores in the mathematics test showed that about 61.10 percent of the students did not qualify the MLL grade; 30.30 percent obtained the MLL grade; 6.60 percent touched the Near Mastery grade; and the highest grade of 80 percent marks and above was reached by barely 2.10 percent of the students.

the MLL grade, the corresponding figure for the Urban group of students was 50 percent. Also, in the Near Mastery grade the proportion of success among Urban students was comparatively higher as compared to the Rural students. Thus whereas 6.10 percent Rural students could make up to the Near Mastery grade, the corresponding figure for the Urban students was 11.80 percent. In the highest grade, only 2.30 percent Rural students alone figured; while the score of the Urban students remained as nil.

**BY CASTE : (Reference table : 3.22)**

- 3.25 Quality-wise the performance of students belonging to SC/ST category was the worst. 72.60 percent among them as against 57.06 percent OBC, and 57.72 percent students of the Other category, remained below the MLL level; 26.03 percent SC/ST; 32.52 percent OBC and 29.86 percent of the Others achieved the MLL grade. Barely 1.37 percent among the SC/ST students; 9.82 percent among the OBC and 5.56 percent among the rest could touch the Near Mastery grade. In the Mastery grade the scores were as follows SC/ST - Nil; OBC - 0.62 percent and Others - 4.86 percent.

**SUMMING UP :**

- 3.26 The foregoing analysis of test scores reveals that although the general standards of primary school students in both language and mathematics, were quite low, they were particularly disappointing in the case of mathematics. That, besides low standards there also existed significant variations in individual achievement levels on the basis of location, gender and caste parameters. In general, the Urban students had a higher achievement level as compared to their Rural counterparts; the boys had higher standards as compared to the girl students; and the non SC/ST students recorded a significant edge over the SC/ST students.
- 3.27 The difference in the achievement levels of OBC and Others (non SC/ST caste students belonging to other caste groups) was statistically not significant
- 3.28 Further, though infirmity and insufficiency pervaded all branches of learning in both, language and mathematics, the level of competency was lowest

in the area of COMPREHENSION and LANGUAGE and Addition, Multiplication, Unitary Method, Fractions, Time and period and Weights & measures questions, in MATHEMATICS.

#### LEARNING ACHIEVEMENTS OF CLASS-II STUDENTS :

##### LANGUAGE

(Reference table : 3.23; 3.24; 3.25; 3.26)

3.29 The average score of Class-II students in Banda was 62.15 percent; it was 49.10 percent in Word- Reading and 75.20 in Letter-Reading. There was no significant difference in the achievement standards between boys and girls. However, significant differences existed between the scores of Rural and Urban students as also between different caste groups of the students.

3.30 The analysis of the test scores revealed that there were large differences in the individual standards. About 4 percent of the students scored Zero marks; 25.70 percent did not qualify for the MLL grade; 17.20 percent barely touched the MLL; 19 percent scored the Near Mastery grade and 34.40 percent rose up to the highest grade of 80 percent and above marks.



percent as against 23.93 percent marks of the Rural students. The mean difference between the scores of Rural and Urban students was statistically significant.

3.34 The girl students exhibited a higher standard than the boys. The average score of the boys was 22.93 percent marks and of girls 26.43 percent marks. However, the difference of mean scores between boys and girls was statistically not significant.

3.35 Caste-wise comparison of the test scores showed that the average score of SC/ST students was 22.57 percent marks as compared to 25.14 percent marks of Other students, and the difference in the mean scores of the two groups was statistically non significant.

3.36 Quality-wise analysis of the test scores revealed that 42.40 percent of Class-II students who appeared in the test scored Zero marks; another 32.40 percent could not reach the MLL; about 25.20 percent attained the MLL grade, and there was not a single student who could reach the Near Mastery or the Mastery grades.

#### DROPOUTS

(Reference table: 3.31; 3.32; 3.33; 3.34; 3.35; 3.36; 3.37)

3.37 The group of 153 students who had left their studies before completing the primary education, had 90 (58.80 percent) boys and 63 (41.20 percent) girls. 97.10 percent of them belonged to Rural schools, and 5.90 came from Urban centres. Their caste-wise distribution showed that 38.60 percent of them were SC/ST; 33.30 percent OBC, and 28.10 percent belonged to Other caste groups.

3.38 46.40 percent among them left the school when they were in Class III ; 30.70 percent in Class-IV, and 22.90 percent when they had reached Class-V.

3.39 At the time of our survey only 11.80 percent of the dropouts were engaged in paid jobs. Of them 13.30 percent were boys, and 9.50 percent girls. 16 percent of those who were working for wages, were

engaged in household industries and artisan works; 39 percent were working as agricultural labour; 6 percent as domestic servants, and the remaining 39 percent, who did not have a specified job, were general wage earners in a score of sundry occupations.

- 3.40 To evaluate their literacy standard they were given simple literacy tests in language and mathematics. The result revealed that 54.20 percent had forgotten even the alphabets; about 18 percent, who retained some smattering of literacy, had their achievement level well below the MLL grade, and only 16.30 percent attained the MLL standard. Against such a background it was surprising to find 5.90 percent such students who reached the Near Mastery level of 60 percent marks and above, and 5.90 percent who could score more than 80 percent marks.

#### ACHIEVEMENT IN MATHEMATICS :

- 3.41 However, the level of literacy retention in mathematics among the dropouts was comparatively low. 54.20 percent of them scored zero marks; 17.60 percent remained below the MLL grade, and barely 17 percent could claim the MLL grade. But, as in the case of language, there were exceptions in this area also. 2.60 percent of the dropouts attained the Near Mastery grade, and 7.80 percent scored beyond 80 percent marks in the mathematics test. It is really a pity that such talented students had to leave their education for obvious reasons before completing their primary education.

#### REASONS FOR DROPOUT :

- 3.42 Among the many reasons stated for the existence of the dropout-phenomenon in the primary schools of the district, the most important was the outlook of the parents. About 70 percent drop-out who were interviewed stated that they were obliged to leave the school because the parents did not appreciate the need for schooling. Those who left the school mid-stream to assist in the routine household work, and to supplement the family income through wage earning constituted 7 percent each of the total

sample. About 2 percent were withdrawn because they had attained the marriageable age.

### 3.43

The reasons for drop-out for boys and girls were almost similar. However, the percentage of those who left the school because of marriage or the unhelpful attitude of the teachers in the school was more among girls compared to boys.

## SECTION - B

### PERSONAL, FAMILY AND SCHOOL BACKGROUND OF THE STUDENTS :

(Reference table: 3.38; 3.39; 3.40; 3.41; 3.42; 3.43; 3.44; 3.45)

3.44 The factors which lay behind the low achievement level of primary school children related largely to the personal family factors of the students. The teaching and learning environment in the schools.

3.45 The modal age of the Class-V students who appeared in the language and mathematics tests was 10 years, which accounted for 46.30 percent of the population. Nearly all the sample students came from very poor families. In more than 48 percent cases the male parents were engaged in non- agricultural occupations, and in more than 91.32 percent cases the mothers were non-earning, house-wives. In about 29.20 percent cases the father was illiterate, and in more than 22.40 percent cases he had studied only up to the primary level. In the case of mothers more than 71.30 percent were illiterates, and barely 16.30 percent had education up to primary level. 98 percent students stated that their father was living with the family. The corresponding figure in the case of mothers was 97 percent. Only 1.80 percent students stated that their male parent was obliged for occupational reason to be absent from the family for more than a year at a time. The corresponding proportion of students in whose case the mothers remained away from the family for more than a year at a time, was only 2.60 percent.

3.46 The incidence of illness in the sample students was quite low. At the time of the survey 0.54 percent students were suffering from fever, 0.50 percent with cough and cold; nil percent suffered from diarrhoea, about 0.50 percent had skin diseases and 1.60 percent complained of minor ailments. The incidence of physical disability was also of quite low a order. Only 0.30 percent had vision or hearing problem, 0.30 percent had speech defect; 1.30 percent had infirmity in limbs; and 0.80 percent complained of other kinds of physical defects.

- 3.47 About 1 percent students in the sample was found engaged in part-time paid work. All of them were boys.

#### ASPECTS OF TEACHING METHODS :

(Reference table: 3.46; 3.47; 3.48; 3.49; 3.50; 3.51; 3.52; 3.53; 3.54; 3.55;3.56)

##### (a) HOMEWORK :

- 3.48 About 59.74 percent students stated that they were rarely or never given home assignment in language. The corresponding proportion in the case of mathematics was 65.53 percent.

##### (b) CORRECTION OF THE WRITTEN ASSIGNMENT :

- 3.49 About 34 percent students testified that their written assignments, were rarely or never corrected by the teacher.

#### WEEKLY AND MONTHLY TESTS :

- 3.50 About 50.38 percent students stated that the system of weekly or monthly tests in the class did not exist in their schools. In the remaining cases the practice was stated to be quite erratic and infrequent in nature.

#### FAMILY ASSISTANCE IN STUDIES AFTER SCHOOL HOURS :

- 3.51 Only 36.32 percent of the sample students said that they received guidance from their family members in competing their home assignments. A little further probing revealed that such assistance remained confined to language lessons only. With the low level of literacy prevailing among the parents, this was quite understandable.
- 3.52 To find the impact of family help and guidance to students in completing their home work on their learning achievement, we compared the mean scores of those students who avowed receiving family assistance with those who denied having the privilege of this facility. The difference in the mean scores of the two groups in both language and mathematics,

were not found statistically significant. This implies that the family assistance in the given circumstances had at best only a marginal significance in raising the learning standards of the primary school children.

**FEEDBACK :**

**3.53** Correction of the written assignment/test papers of students by the teacher is useful only when the mistakes are pointed out to them, and they are made to make the necessary corrections.

**3.54** In more than 52.30 percent cases the students testified that they were never or on very rare occasions, asked to note down their mistakes and practice the corrections made in their note books.

**3.55** The students admitted to have a regular class teacher to teach them but only 0.80 percent testified that he came to the class regularly. About 90 percent came sometimes while 6.80 percent never or very rarely came to the school.

**3.56** In the absence of the class teacher what did the children do in the class? About 21.70 percent students in the Rural schools and more than 41 percent in Urban schools said that they worked on their own; 5.80 percent among the Rural students said that a student supervisor maintained discipline in the class. About 54.30 percent students in the Rural and 58.80 percent in the Urban schools said that another teacher engaged the class. About 7.50 percent of the Rural students maintained that the class was combined with some other class, and about 10.70 percent in the Rural children said that they played in the absence of the teacher or went back to their homes.

**3.57** Most of the students had taken admission in the primary schools directly without undergoing pre-school training. Only 3.42 percent among the sample students had attended Balwadi, Aganwadi, LKG/UKG classes, before seeking admission to the primary school.

**3.58** Most of the students had the complete set of text books, note books and writing material.

THE SCHOOL :

(Reference table: 3.57; 3.58; 3.59; 3.60; 3.61; 3.62; 3.63; 3.64; 3.65; 3.66)

3.59 Most of the primary schools were located within manageable distance from the Block Headquarter, the other primary school in the locality, upper primary school, High School, Pre-school-training centres, and the SANKUL VIDYALAYA of the area.

3.60 More than 91.10 percent of the sample schools had their own buildings. About 6.70 percent were being run in rent free buildings, and only 2.20 percent had rented accommodation.

3.61 All the 43 out of 45 sample schools complained about shortage of class rooms. The shortage ranged from one room to six rooms. A little more than 20 schools asked for 3 additional rooms.

3.62 In most of the cases the primary school building was an uninspiring sight. The general picture of a primary school consisted of a dilapidated or incomplete structure with no compound walls around it, situated in a desolate place amidst dirt, squalor, cow dung and stagnant water puddles, and domestic cattle of all descriptions, freely roaming about and a couple of students squatting on the ground in the open with or without a teacher in the class. There were no provision for extra curricular activities and games after the school hours for the students in the schools.

3.63 Despite 'Operation Black Board' quite a large number of sample schools lacked in basic facilities for teachers and students, and had incomplete or inadequate teaching equipments and teaching aids. Thus more than 71 percent schools did not provide sitting mats to all students in the class, about 22 percent had mats for a small number of students, while about 49 percent did not have a single mat for the students, who were obliged to squat on the naked floor of the classroom

3.64 More than 24 percent schools did not have chairs for all teachers, and more than 40 percent did not provide tables to all their teachers.

- 3.65 More than 42 percent schools did not have black boards in all the classes, and more than 84 percent of them did not have chalk sticks with which to write on the black board. About 92 percent schools did not have a notice board.
- 3.66 More than 36 percent schools did not have the mathematics, science kit; more than 42 percent did not possess the small instrument kit; 31 percent schools did not have a dictionary; 24.40 percent did not have wall hanging maps; 31 percent did not possess a globe; 40 percent had no charts to show and about 27 percent had the toys and play instruments provided to them as missing.
- 3.67 Of the 45 sample schools in the district 06 schools had only one teacher; 20 had two teachers; 10 schools had three teachers in the staff; 04 schools had four teachers, and 05 schools had five teachers.
- 3.68 About 7 percent of the sanctioned posts of teachers were lying vacant at the time of this survey. The norm of teacher students ratio for the primary schools was 1:40. On the basis of the current enrollment in the sample schools the number of additional teachers required is 14. All of these vacancies appeared in the Rural schools.
- 3.69 Only 17.80 percent schools claimed to have a time table. In the Rural schools only 14 percent had a time table, and all the Urban schools claimed to have a time table. But only 4.40 percent schools claimed to follow the time-table in Rural 2.30 percent and Urban 50 percent.
- 3.70 Despite such indifferent teaching and learning practices the pass percentage of Class-V students in the annual test of 1994 was 97.51 percent for the Rural and 100 percent for the Urban schools.

#### TEACHERS :

(Reference table: 3.67; 3.68; 3.69; 3.70; 3.71; 3.72; 3.73; 3.74; 3.75; 3.76; 3.77)

- 3.71 Among the 117 teachers of the sample schools who were interviewed 73 were assistant teachers and 44 Head teachers. 92.30 percent of them came from the Rural and 7.70 percent from the Urban Schools.



Gender-wise, 93.20 percent of them were male teachers and 6.80 percent lady teachers. Caste-wise, about 16.30 percent were SC/ST; 33.30 percent OBC and 50.40 percent Others

3.72 The modal age of the sample teachers ranged above 44 years. The modal age among female teachers was in the range of 25 to 29 years, and of the male teachers above 44 years.

3.73 As per the educational qualifications, their distribution was as follows: below High school 7.70 percent; High school 21.40 percent; Intermediate 36.80 percent; Graduates 24.80 percent and Post graduates 9.40 percent.

3.74 17.90 percent of teachers who taught mathematics were Junior High school pass; 72.60 percent had passed High school. In language teaching 6.80 percent had passed the Junior High school; 23.10 percent were High school, 47 percent had passed the Intermediate and 23.10 were graduates and above.

3.75 87 of 117 teachers had not attended the in-service training courses even once.

3.76 66 teachers were engaged in multi-grade teaching of these 65 belonged to Rural schools. On being asked how the teachers in multi-grade teaching managed the class discipline?, it was revealed that teacher addressed to one class at a time, and in 66.10 percent cases the class which was not being taught was assigned some copying work; in about 14.40 percent cases the children were allowed to go to the field for playing; in 12.90 percent cases the children who were remained in the class and a monitor enforced silence and discipline among them.

3.77 To assess the level of availability of essential items of teaching aids to the sample teachers, some relevant questions were asked. Their responses revealed that only 16.20 percent of the teachers had teacher's guide available to them; 39.30 percent owned a dictionary; only 51.30 percent owned some books other than the text books they taught, 67.50 percent had access to the wall map; 45.30 percent could avail the globe; 59.80

percent had access to educational charts; 33.30 percent had access to the science teaching kit, and 29.10 percent to the mathematics kit.

3.78

The teachers in the primary schools are expected to receive regular guidance and help from the Head Teacher, the SDI, the senior teachers in the neighboring primary schools and the head of the SANKUL VIDYALAYA of the area. On being questioned how much assistance they received from these sources, some 17.90 percent of the respondents were found to be highly dissatisfied and critical of with the indifferent attitude of their Head teacher; about 57.30 percent stated that the SDI was not at all helpful; about 29.90 percent did not acknowledge any kind of contribution by the senior teachers of the neighboring schools, and more than 80.30 percent teachers held that they did not receive any kind of help or guidance from the head teacher of the Sankul school.

3.79

Despite such a sorry state of affairs in the primary schools most of the teachers seemed to admit their children to the government maintained primary schools. Personal supervision and economic considerations were stated to be the main reasons for such a bias among the teachers in favor of Government Primary schools.

#### SUGGESTION FOR IMPROVING THE LEARNING STANDARDS IN PRIMARY SCHOOLS OF THE DISTRICT

3.80

The students in primary schools in general lack after school learning facilities in their homes. Any scheme of improvement in the learning standards of primary school children must therefore begin with improvements in the infrastructure and fining schools.

3.81

In this regard other important aspects which need urgent attention are:

- (i) regularity in the functioning of the schools and (ii) improvement in the quality of class-room teaching and (iii) commitment of the teachers to their duty towards their taught.

3.82

Regularity in the functioning of the primary schools can be ensured by the community leaders who take adequate interest in them and the

departmental inspectors who inspect the functioning of the schools, particular in the class-room teaching at regular intervals.

3.83 The main obstacles in the functioning of the Village Educational Committee is its composition. Usually bodies are dominated by such members who do not need these primary institutions for educating their wards, and therefore have no real interest in their development.

3.84 Replacement of such members by those whose children are the beneficiaries of these schools is necessary to make these committees functional.

3.85 It was found that women in general were more concerned about the education of their children than their male partners. It would therefore be helpful if the Village Education Committees are nominated from among lady members of panchayats who have admitted their wards in the local primary schools.

3.86 To increase the level of participation of girl students in the primary schools and to reduce the incidence of dropout among them it is necessary to start a scholarship scheme for girl students irrespective of their caste as available to SC/ST students.

3.87 The mentally prevailing physical atmosphere in most of the schools is not conducive for attracting children to the class. The discrepancy in the basic facilities in each and every school need be removed and proper arrangement be made to avert their misuse or theft. Further the schools should have a campus of their own. This can be ensured by raising a closer wall around the school building. Only after providing a campus to the school which the students consider as their own can they be induced to practice the principles of environmental sanitation on a regular basis.<sup>1</sup>

3.88 To improve the quality of class teaching adequate knowledge of the subject and dexterity in using teaching aids and educational equipment is the necessary condition. In subjects like science and mathematics in a majority of schools the teachers were found lacking in the desirable level of knowledge of basic concepts and prepositions and efficiency in using the science and mathematics teaching aids of the subjects in the

class. It is therefore essential to strengthen the in-service training programme for teachers and the main purpose of the in-service training camps should be to refresh the basic concept and train the use of teaching techniques to the teachers.

- 3.89 There is a need to develop the school as a living entity and a hubb of interesting programmes and activities for the children. To ensure regular extracurricular activities in the schools after regular school timing it is necessary to provide residential accommodation to at least two teachers to live in the campus. One of whom should be the Head teacher of the school.

# T A B L E S

## ( B A N D A )

Table-3.1: Distribution of student sample by location, gender and caste

CLASS	LOCATION		GENDER			CASTE					
	RURAL	URBAN	TOTAL	BOYS	GIRLS	TOTAL	SC/ST	OBC	OTHERS	NON SC/ST	TOTAL
V	346	34	380	263	117	380	73	163	144	307	380
II	408	40	448	312	136	448	150			298	448
TOTAL	754	74	828	575	253	828	223	163	144	601	828

Table-3.2: Distribution of sample class-V students by location, gender and caste

	LOCATION		GENDER		CASTE	
	RURAL	URBAN	BOYS	GIRLS	SC/ST	OTHERS
No.	346	34	380	263	117	380
(%)	91.10	8.90	100.00	69.20	30.80	100.00

Table-3.3: Distribution of class-II students by location, gender and caste

	LOCATION		GENDER		CASTE	
	RURAL	URBAN	BOYS	GIRLS	SC/ST	OTHERS
No.	408	40	448	312	136	448
(%)	91.10	8.90	100.00	69.60	30.40	100.00

Table-3.4: Mean score of class-V students in language by location

	RURAL		URBAN		TOTAL	
	MEAN	SD	MEAN	SD	MEAN	SD
MARKS (%)	35.17 (41.90)	13.63	47.58 (56.60)	10.99	36.28 (43.20)	13.86

### 3.1 Class-V achievement in language by location

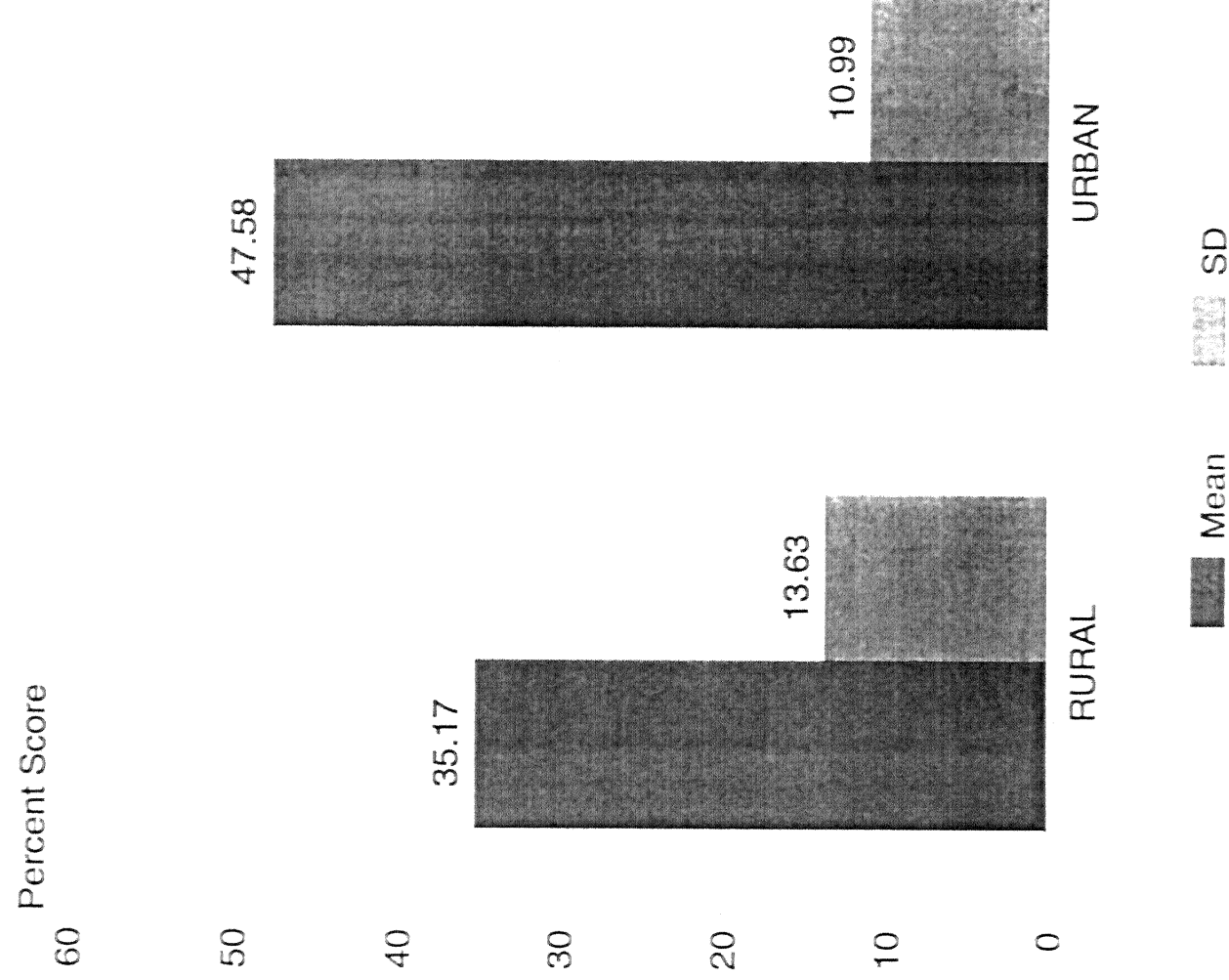


Table-3.5: Mean score of class-V students in language by gender

	BOYS		GIRLS		TOTAL	
	MEAN	SD	MEAN	SD	MEAN	SD
MARKS (%)	30.73 (43.70)	13.15	35.27 (41.90)	15.35	36.28 (43.20)	13.86

Table-3.6: Mean score of class-V student in language by caste

	SC/ST		OBC		OTHER		TOTAL	
	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD
MARKS (%)	31.59 (37.61)	10.49	35.14 (41.83)	11.92	39.95 (47.56)	16.33	36.28 (43.20)	13.86

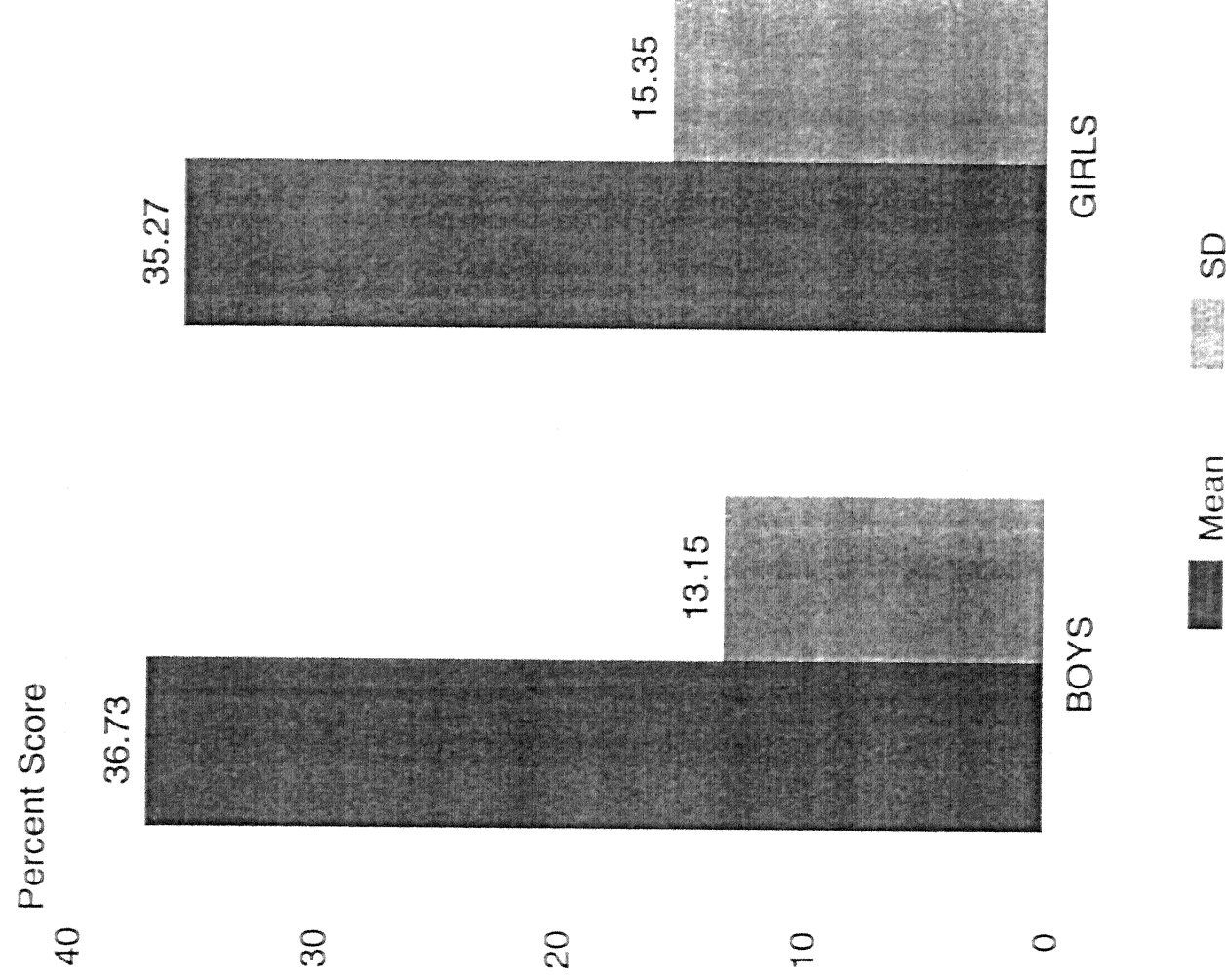
Table-3.7: Mean score of class-V students in language by gender and location

	RURAL		URBAN	
	MEAN	SD	MEAN	SD
BOYS (%)	35.45 (42.20)	12.75	48.42 (57.64)	11.01
GIRLS (%)	34.57 (41.15)	15.41	44.88 (53.43)	11.23
TOTAL (%)	35.17 (41.90)	13.63	47.58 (56.60)	10.99

Table-3.8: Statistical significance of difference in the mean score of class-V students in language by location

	RURAL		URBAN		DIFFERENCE IN MEAN SIGNIFICANCE
	MEAN	SD	MEAN	SD	
	35.17	13.63	47.58	10.99	Y1.5

### 3.2 Class-V achievement in language by gender





### 3.3 Class-V achievent in language by caste

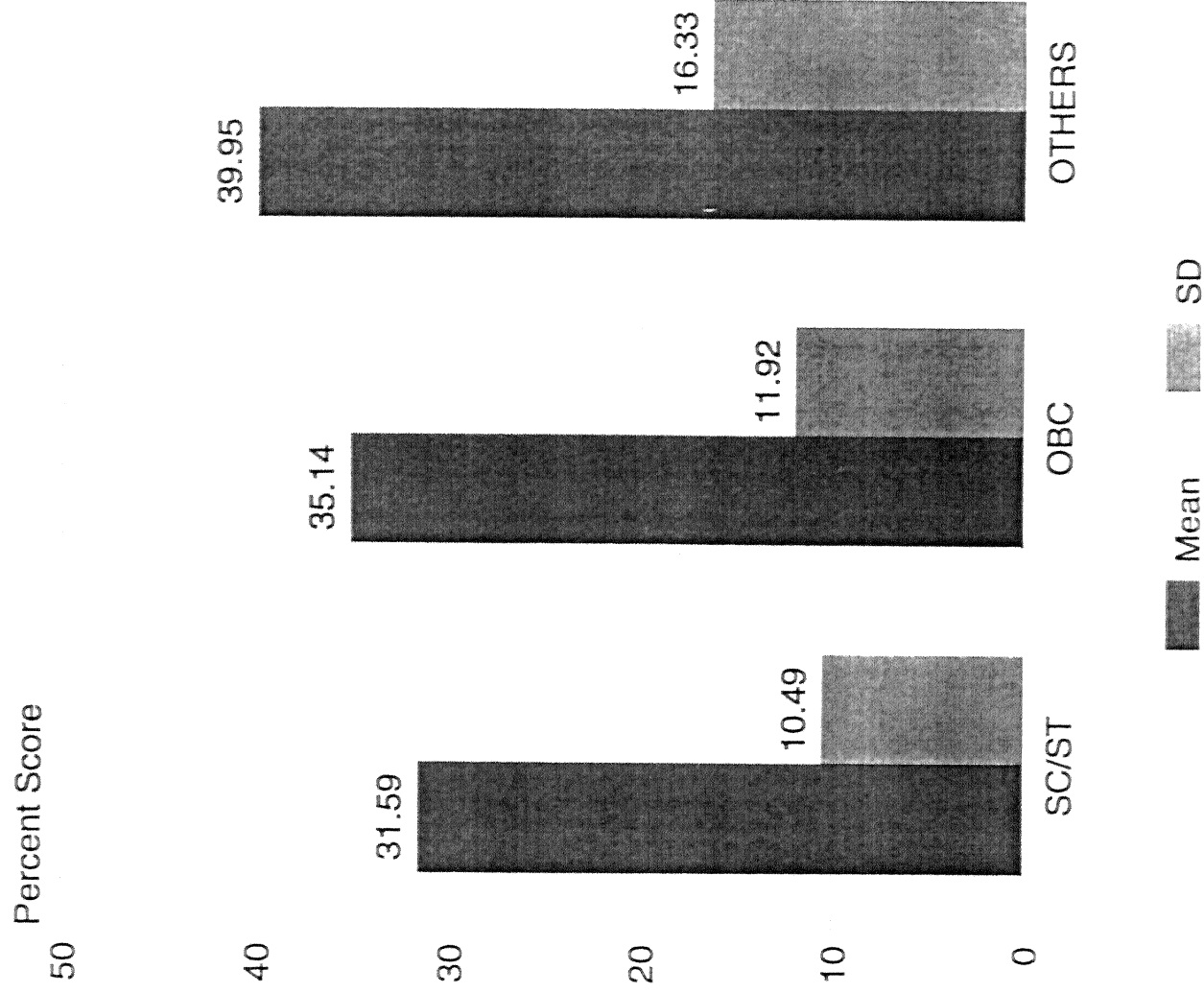




Table-3.11A: Distribution of class-V students by levels of achievement in language by gender and location

LEVELS	RURAL			URBAN		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
ZERO (%)	0	1	1	0	0	0
	00.00	00.90	00.30	00.00	00.00	00.00
BELOW MII (%)	124	56	180	4	2	6
	52.30	51.40	52.00	15.40	25.00	17.60
MI1 (%)	82	37	119	10	3	13
	34.60	33.90	34.40	38.50	37.50	38.20
NEAR MASTERY (%)	27	12	39	11	3	14
	11.40	11.00	11.30	42.30	37.50	41.20
MASTERY (%)	4	3	7	1	0	1
	01.70	02.80	02.00	03.80	00.00	02.90
TOTAL (%)	237	109	346	26	8	34
	100.00	100.00	100.00	100.00	100.00	100.00

Table-3.11B: Distribution of class-V students by levels of achievement in language by location

LEVELS	WORD MEANING			READING COMPREHENSION		
	RURAL	URBAN	TOTAL	RURAL	URBAN	TOTAL
ZERO (%)	3	0	3	12	0	12
	00.90	00.00	00.80	03.50	00.00	03.20
BELOW MII (%)	68	1	69	225	92	34
	19.70	02.90	18.20	65.00	26.50	61.60
MI1 (%)	180	12	192	76	10	86
	52.00	35.30	50.50	22.00	29.40	22.60
NEAR MASTERY (%)	73	18	91	26	14	40
	21.10	52.90	23.90	07.50	41.20	10.50
MASTERY (%)	22	3	25	7	1	8
	06.40	08.80	06.60	02.00	02.90	02.10
TOTAL (%)	346	34	380	346	34	380
	100.00	100.00	100.00	100.00	100.00	100.00

Table-3.11C: Distribution of class-V students by levels of achievement in language by gender

LEVELS	WORD MEANING			READING COMPREHENSION		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
ZERO (%)	1	2	3	6	6	12
	00.40	01.70	00.80	02.30	05.10	03.20
BELOW MIL (%)	43	26	69	166	68	234
	16.30	22.20	18.20	63.10	53.10	61.60
MIL (%)	139	53	192	28	28	86
	52.90	45.30	50.50	22.10	23.90	22.60
NEAR MASTERY (%)	63	28	91	26	14	40
	24.00	23.90	23.90	09.90	12.00	10.50
MASTERY (%)	17	8	25	7	1	8
	06.50	06.80	06.60	02.70	00.90	02.10
TOTAL (%)	346	34	380	346	34	380
	100.00	100.00	100.00	100.00	100.00	100.00

Table-3.11D: Distribution of class-V students by levels of achievement in language by caste

LEVELS	WORD MEANING				READING COMPREHENSION			
	SC/ST	OBC	OTHERS	TOTAL	SC/ST	OBC	OTHERS	TOTAL
ZERO (%)	0	1	2	3	1	3	8	12
	00.00	00.60	01.40	00.80	01.40	01.80	05.60	03.20
BELOW MIL (%)	20	26	23	69	58	103	73	234
	27.40	16.00	16.00	18.20	79.50	63.20	50.70	61.60
MIL (%)	44	92	56	192	11	45	30	86
	60.30	56.40	38.90	50.50	15.10	27.60	20.80	22.60
NEAR MASTERY (%)	8	35	48	91	3	12	25	40
	11.00	21.50	33.30	23.90	04.10	07.40	17.40	10.50
MASTERY (%)	1	9	15	25	0	0	8	8
	01.40	05.50	10.40	06.60	00.00	00.00	05.60	02.10
TOTAL (%)	73	163	144	380	73	163	144	380
	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

Table-3.12: Mean score of class-V students in language by location

AREA	RURAL		URBAN		TOTAL	
	MEAN	SD	MEAN	SD	MEAN	SD
WORD MEANING (Max. Marks 40) (%)	20.59 (51.47)	07.95	25.62 (64.05)	05.04	21.04 (52.60)	07.86
READING COMPREHENSION (Max. Marks 44) (%)	14.58 (33.14)	07.30	21.97 (49.93)	07.55	15.24 (34.64)	07.61

Table-3.13: Mean score of class-V students in language by gender and caste

AREA	BOYS		GIRLS		SC/ST		OBC		OTHERS	
	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD
WORD MEANING (Max. Marks 40) (%)	21.35 (53.38)	04.38	20.32 (50.80)	05.85	18.33 (45.82)	07.26	20.60 (51.50)	07.16	22.91 (57.28)	06.47
READING COMP (Max. Marks 44) (%)	15.38 (34.95)	07.54	14.95 (33.98)	07.79	13.26 (30.14)	05.15	14.55 (33.07)	06.53	17.04 (38.73)	09.27

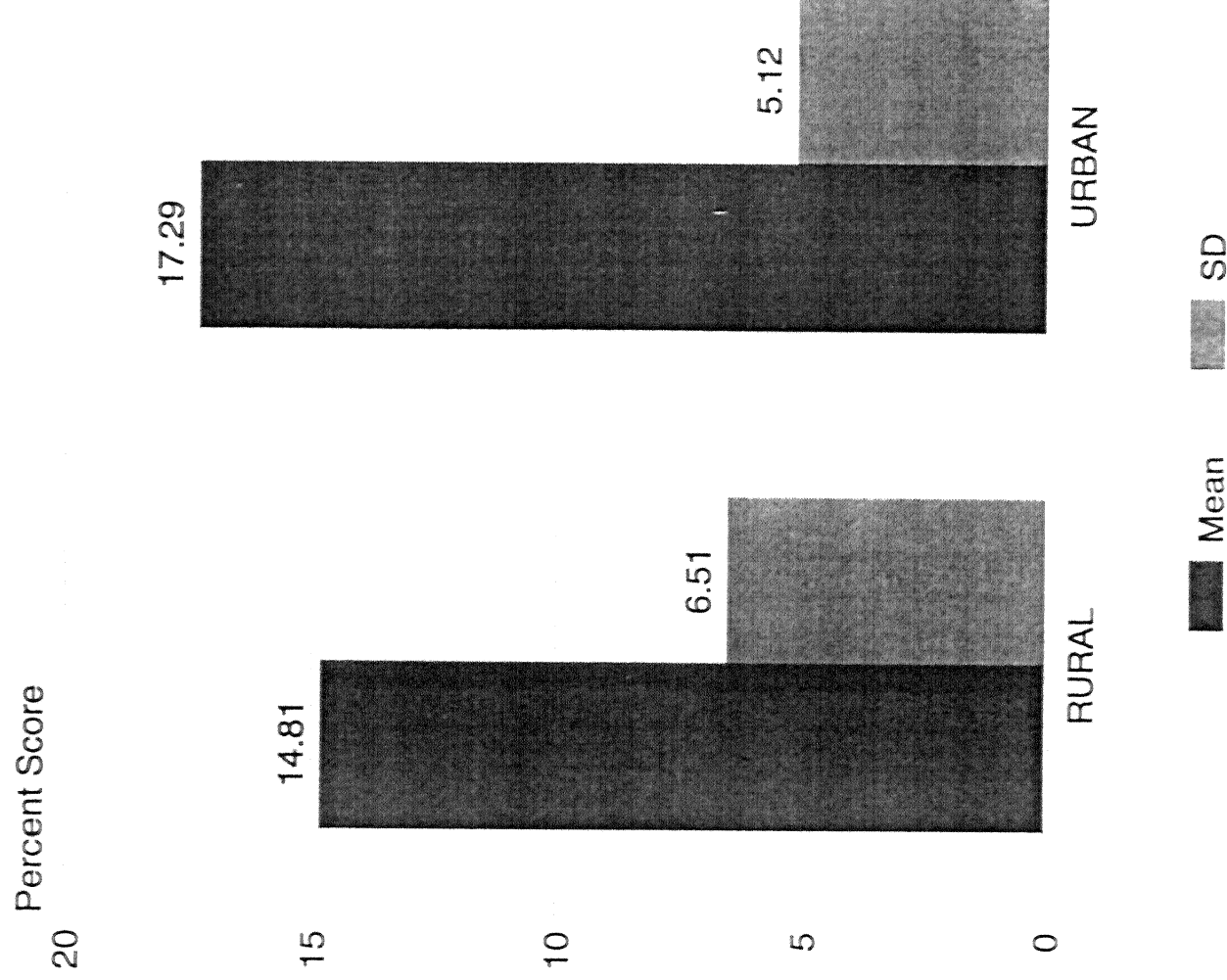
Table-3.14: Mean score of class-V students in mathematics by location

	RURAL		URBAN		TOTAL	
	MEAN	SD	MEAN	SD	MEAN	SD
MARKS (%)	14.81 (37.00)	06.51	17.29 (43.20)	05.12	15.03 (37.60)	06.51

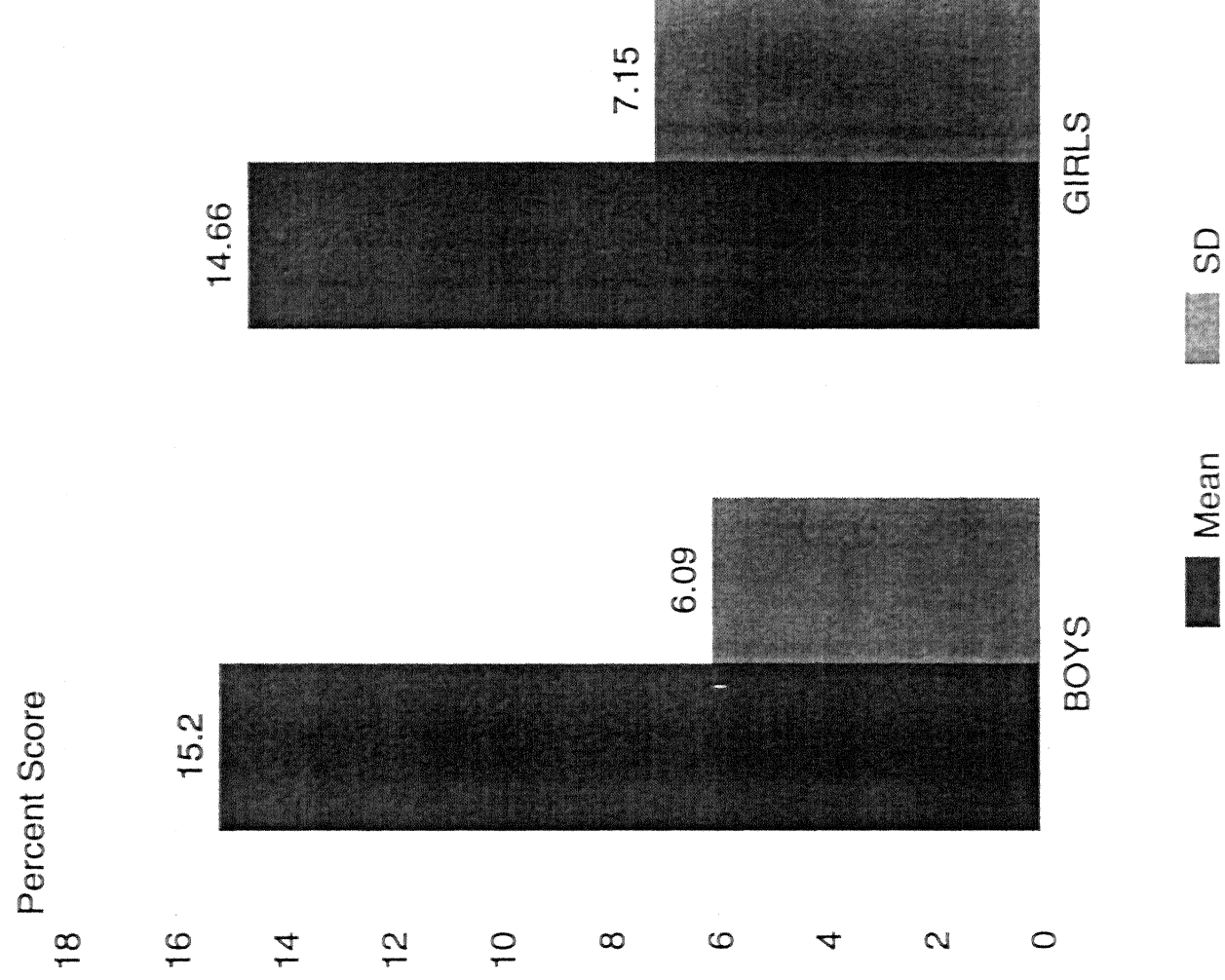
Table-3.15: Mean score of class-V students in mathematics by gender

	BOYS		GIRLS		TOTAL	
	MEAN	SD	MEAN	SD	MEAN	SD
MARKS (%)	15.20 (38.00)	06.09	14.66 (36.60)	07.15	15.03 (37.60)	06.51

### 3.4 Class-V achievent in mathematics by location



### 3.5 Class-V achievement in mathematics by gender



**Table-3.16:** Mean score of class-V students in mathematics by caste

MARKS (%)	SC/ST		OBC		OTHER		TOTAL	
	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD
	13.30 (33.25)	04.98	15.68 (39.20)	05.87	15.18 (37.95)	07.48	15.03 (37.60)	06.51

**Table-3.17:** Mean score of class-V students in mathematics by gender and location

	RURAL		URBAN	
	MEAN	SD	MEAN	SD
BOYS (%)	14.92 (37.30)	06.15	17.81 (44.53)	04.92
GIRLS (%)	14.59 (36.48)	06.15	15.62 (39.05)	05.73

**Table-3.18:** Statistical significance of difference in the mean score of class-V students in mathematics by location

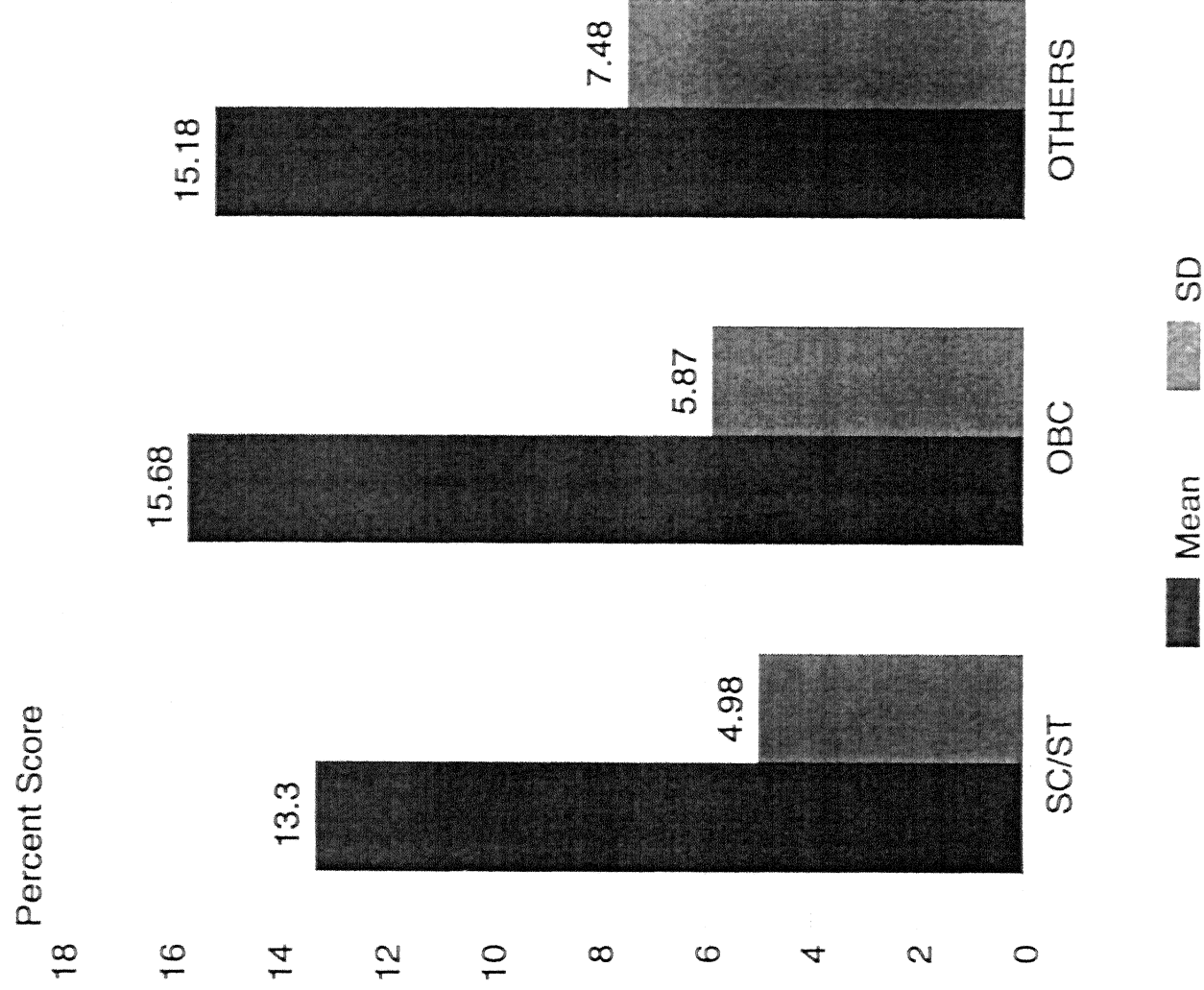
RURAL		URBAN		DIFFERENCE IN MEAN SIGNIFICANCE
MEAN	SD	MEAN	SD	
14.81	06.51	17.29	05.12	YES

**Table-3.19:** Statistical significance of Difference in the mean score of class-V students in mathematics by gender

RURAL		URBAN		DIFFERENCE IN MEAN SIGNIFICANCE
MEAN	SD	MEAN	SD	
15.20	06.09	14.66	07.15	NO



### 3.6 Class-V achievent in mathematics by Caste



**Table-3.20:** Statistical significance of difference in the mean score of class-V students in mathematics by caste

SC	ORC		DIFF IN		OTHERS		DIFF IN		OTHERS		DIFF IN	
	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD
3.30	04.98	15.68	05.87	15.68	05.87	15.18	07.48	NO	13.30	04.98	15.18	07.48

**Table-3.21** Mean score of class-V students in mathematics by location

CONTEXT AREA	MAXIMUM MARKS	RURAL		URBAN		TOTAL	
		MEAN	SD	MEAN	SD	MEAN	SD
ADDITION (%)	3	00.94 (31.33)	00.80	01.15 (38.33)	00.82	00.96 (32.00)	00.81
SUBTRACTION (%)	2	00.86 (43.00)	00.74	01.03 (51.50)	00.76	00.88 (44.00)	00.74
MULTIPLICATION (%)	3	01.18 (39.33)	00.95	01.32 (44.00)	00.68	01.19 (39.67)	00.93
DIVISION (%)	4	01.61 (40.25)	01.04	01.94 (48.50)	01.04	01.64 (41.00)	01.04
UNITARY METHOD (%)	1	00.35 (35.00)	00.48	00.26 (26.00)	00.45	00.34 (34.00)	00.47
FACTORS (%)	6	01.94 (32.83)	01.28	02.06 (34.33)	01.23	01.98 (33.00)	01.40
DECIMAL (%)	6	02.54 (42.33)	01.46	03.53 (58.83)	01.38	02.63 (43.83)	01.48
FRACTION (%)	7	02.22 (31.71)	01.42	02.35 (33.57)	01.13	02.23 (31.86)	01.40
TIME AND PERIOD (%)	3	01.14 (38.00)	00.90	01.38 (46.00)	00.99	01.17 (39.00)	00.91
WEIGHTS AND MEASURES (%)	3	01.18 (39.33)	00.93	01.38 (46.00)	00.78	01.20 (40.00)	00.92
GEOMETRY (%)	2	00.82 (41.00)	00.71	00.88 (44.00)	00.77	00.82 (41.00)	00.71

Table-3.22: Distribution of class-V students by levels of achievement in mathematics by location, gender and caste

LEVELS	LOCATION		GENDER		CASTE		
	RURAL	URBAN	BOYS	GIRLS	SC/ST	OBC	OTHERS
ZERO (%)	3	0	0	3	0	0	3
	00.90	00.00	00.00	02.56	00.00	00.00	02.08
BELOW MLT (%)	216	13	158	71	53	93	83
	62.40	38.20	60.08	60.68	72.60	57.06	57.64
MLT (%)	98	17	82	33	19	53	43
	28.30	50.00	31.18	28.21	26.03	32.52	29.86
NEAR MASTERY (%)	21	4	19	6	1	16	8
	06.10	11.80	07.22	05.13	01.37	09.82	05.56
MASTERY (%)	8	0	4	4	0	1	7
	02.30	00.00	01.52	03.42	00.00	00.60	04.86
TOTAL (%)	346	34	263	117	73	163	144
	100.00	100.00	100.00	100.00	100.00	100.00	100.00

Table-3.22A: Distribution of class-V students by levels of achievement in mathematics by gender and location

LEVELS	RURAL		URBAN	
	BOYS	GIRLS	BOYS	GIRLS
ZERO (%)	0	3	0	0
	00.00	02.80	00.00	00.00
BELOW MLT (%)	149	67	9	4
	62.90	61.50	34.60	50.00
MLT (%)	69	29	13	4
	29.10	26.60	50.00	50.00
NEAR MASTERY (%)	15	6	4	0
	06.30	05.50	15.40	00.00
MASTERY (%)	4	4	0	0
	01.70	03.70	00.00	00.00
TOTAL (%)	237	109	26	8
	100.00	100.00	100.00	100.00

Table-3.22B: Distribution of class-II having pre-school training by location

PRE SCHOOL TRAINING	RURAL	URBAN	TOTAL
ATTEND (%)	4 (01.00)	30 (75.00)	34 (07.60)
NOT ATTEND (%)	404 (99.00)	10 (25.00)	414 (92.40)
TOTAL (%)	408 (100.00)	40 (100.00)	448 (100.00)

Table-3.23: Mean score of class-II student in language by gender

AREA	MAXIMUM MARKS	BOYS		GIRLS		TOTAL	
		MEAN	SD	MEAN	SD	MEAN	SD
LETTER READING (%)	10	07.52 (75.20)	02.27	07.52 (75.20)	02.21	07.52 (75.20)	02.25
WORD READING (%)	10	04.87 (48.70)	04.01	05.00 (50.00)	03.96	04.91 (49.10)	03.99
TOTAL LANGUAGE (%)	20	12.39 (61.95)	05.64	12.52 (62.70)	05.63	12.43 (62.15)	05.63

Table-3.24: Mean score of class-II students in language by location

AREA	MAXIMUM MARKS	RURAL		URBAN	
		MEAN	SD	MEAN	SD
LETTER READING (%)	10	07.43 (74.30)	02.32	08.48 (84.80)	00.88
WORD READING (%)	10	04.59 (45.90)	04.01	08.15 (81.50)	01.78
TOTAL LANGUAGE (%)	20	12.02 (60.10)	05.69	16.63 (83.15)	02.38

Table-3.25: Mean score of class-II students in language by caste

AREA	MAXIMUM		SC/ST		OTHERS	
	MARKS		MEAN	SD	MEAN	SD
LETTER READING (%)	10		07.10 (71.00)	02.50	07.73 (77.30)	02.09
WORD READING (%)	10		03.69 (36.90)	03.79	05.52 (55.20)	03.96
TOTAL LANGUAGE (%)	20		10.79 (53.95)	05.58	13.25 (66.25)	05.49

Table-3.26: Distribution of class-II students by levels of achievement in language by location, gender and caste

LEVELS	LOCATION		GENDER		CASTE	
	RURAL	URBAN TOTAL	BOYS	GIRLS TOTAL	SC/ST	OTHERS TOTAL
ZERO (%)	17 04.20	0 17 00.00 03.80	12 03.80	5 17 03.70 03.80	9 06.00	8 17 02.70 03.80
BELOW MU (%)	114 27.90	1 115 02.50 25.70	82 26.30	33 115 24.30 25.70	54 36.00	61 115 20.50 25.70
MU (%)	76 18.60	1 77 02.50 17.20	52 16.70	25 77 18.40 17.20	28 18.70	49 77 16.40 17.20
NEAR MASTERY (%)	74 18.10	11 85 27.50 19.00	59 18.90	26 85 19.10 19.00	26 17.30	59 85 19.80 19.00
MASTERY (%)	127 31.10	27 154 67.50 34.40	107 34.30	47 154 34.60 34.40	33 22.00	121 154 40.60 34.40
TOTAL (%)	408 100.00	40 448 100.00 100.00	312 100.00	136 448 100.00 100.00	150 100.00	298 448 100.00 100.00

Table 3.27: Mean score of class-II students in mathematics by location

AREA	MAXIMUM MARKS	RURAL		URBAN		TOTAL	
		MEAN	SD	MEAN	SD	MEAN	SD
NUMBER RE- COGNITION (%)	6	03.06 (51.00)	01.93	05.08 (84.67)	01.27	03.24 (54.00)	01.96
ADDITION (%)	4	01.23 (30.75)	01.48	03.00 (75.00)	01.41	01.39 (34.75)	01.56
SUBTRACTION (%)	4	01.15 (28.75)	01.60	03.20 (80.00)	01.22	01.33 (33.25)	01.68
TOTAL MATHS (%)	14	05.44 (38.86)	04.24	11.28 (80.57)	03.18	05.96 (42.57)	04.47

Table-3.28: Mean score of class-II student in mathematics by gender

AREA	MAXIMUM MARKS	BOYS		GIRLS		TOTAL	
		MEAN	SD	MEAN	SD	MEAN	SD
NUMBER RE- COGNITION (%)	6	03.38 (56.33)	01.98	02.93 (48.83)	01.90	03.24 (54.00)	01.96
ADDITION (%)	4	01.47 (36.75)	01.59	01.21 (30.25)	01.47	01.39 (34.75)	01.56
SUBTRACTION (%)	4	01.37 (34.25)	01.70	01.24 (31.00)	01.63	01.33 (33.25)	01.68
TOTAL MATHS (%)	14	06.22 (44.43)	04.54	05.38 (38.43)	04.26	05.96 (42.57)	04.47

Table-3.29: Mean score of class-II students in mathematics by caste

AREA	MAXIMUM MARKS	SC/ST		OTHERS		TOTAL	
		MEAN	SD	MEAN	SD	MEAN	SD
NUMBER RECOGNITION (%)	6	02.89 (48.17)	01.93	03.42 (57.00)	01.95	03.24 (54.00)	01.96
ADDITION (%)	4	00.96 (24.00)	01.25	01.61 (40.25)	01.65	01.39 (34.75)	01.56
SUBTRACTION (%)	4	00.99 (24.75)	01.52	01.50 (37.50)	01.73	01.33 (33.25)	01.68
TOTAL MATHS (%)	14	04.83 (34.50)	03.99	06.53 (46.64)	04.60	05.96 (42.57)	04.47

Table-3.30: Distribution of class-II students by levels of achievement in mathematics by location, gender and caste

LEVELS	LOCATION		GENDER		SC/ST	OTHERS	TOTAL
	RURAL	URBAN	BOYS	GIRLS			
ZERO (%)	188	2	130	60	78	112	190
	46.10	05.00	41.70	44.10	52.00	37.60	42.40
BELOW MII (%)	138	7	98	47	46	99	145
	33.80	17.50	31.40	34.60	30.70	33.20	32.40
MII (%)	82	31	84	29	26	87	113
	20.10	77.50	26.90	21.30	17.30	29.20	25.20
NEAR MASTERY (%)	0	0	0	0	0	0	0
	00.00	00.00	00.00	00.00	00.00	00.00	00.00
MASTERY (%)	0	0	0	0	0	0	0
	00.00	00.00	00.00	00.00	00.00	00.00	00.00
TOTAL (%)	408	40	312	136	150	298	448
	100.00	100.00	100.00	100.00	100.00	100.00	100.00

Table-3.31: Distribution of dropouts by location gender and caste

	LOCATION		GENDER		CASTE					
	RURAL	URBAN	TOTAL	BOYS	GIRLS	TOTAL	SC/ST	OBC	OTHERS	TOTAL
No.	144	9	153	90	63	153	59	51	43	153
(%)	97.10	05.90	100.00	58.80	41.20	100.00	38.60	33.30	28.10	100.00

Table-3.32: Distribution of dropouts by class

CLASS	RURAL	URBAN	TOTAL
3rd	68	3	71
(%)	(47.20)	(33.30)	(46.40)
4th	42	5	47
(%)	(29.20)	(55.60)	(30.70)
5th	34	1	35
(%)	(23.60)	(11.10)	(22.90)
TOTAL	144	9	153
(%)	(94.10)	(05.90)	(100.00)

Table-3.33: Distribution of dropout students doing paid work

	BOYS	GIRLS	TOTAL
No.	12	6	18
(%)	(13.30)	(09.50)	(11.80)

Table-3.34 : Distribution of dropout students engaged in different occupations

OCCUPATION	BOYS	GIRLS	TOTAL
FACTORY WORK	0	0	0
(%)	(00.00)	(00.00)	(00.00)
HOUSEHOLD INDUSTRY/	3	0	3
ARTISAN WORK (%)	(25.00)	(00.00)	(16.00)
AGRICULTURAL WORK	2	5	7
(%)	(16.70)	(83.30)	(39.00)
SERVICES DOMESTIC/	1	0	1
SHOP/HATERS Etc. (%)	(08.30)	(00.00)	(06.00)
OTHERS	6	1	7
(%)	(50.00)	(16.70)	(39.00)
TOTAL	12	6	18
(%)	(100.00)	(100.00)	(100.00)



Table-3.35: Distribution of dropout by levels of achievements in language

LEVELS	BOYS	GIRLS	TOTAL
ZERO (%)	47 (52.20)	36 (57.10)	83 (54.20)
BELOW MLI (%)	16 (17.80)	11 (17.50)	27 (18.00)
MLI (%)	16 (17.80)	9 (14.30)	25 (16.30)
NEAR MASTERY (%)	5 (05.60)	4 (06.30)	9 (05.90)
MASTERY (%)	5 (05.60)	4 (06.30)	9 (05.90)
TOTAL (%)	90 (100.00)	63 (100.00)	153 (100.00)

Table-3.36: Distribution of dropout by levels of achievements in mathematics

LEVELS	BOYS	GIRLS	TOTAL
ZERO (%)	48 (53.30)	35 (55.60)	83 (54.20)
BELOW MLI (%)	16 (17.80)	11 (17.50)	27 (17.60)
MLI (%)	16 (17.80)	9 (09.30)	25 (17.00)
NEAR MASTERY (%)	2 (02.20)	2 (03.20)	4 (02.60)
MASTERY (%)	6 (06.70)	6 (09.50)	12 (07.80)
TOTAL (%)	90 (100.00)	63 (100.00)	153 (100.00)

Table-3.37: Reasons of discontinuance of studies by dropouts

REASONS	BOYS	GIRLS	TOTAL
PARENTS DO NOT WANT (%)	64 (71.10)	43 (68.30)	107 (69.90)
HAVE- TO ASSIST IN HOUSEHOLD WORK (%)	7 (07.80)	5 (07.90)	12 (07.80)
WILL HAVE TO EARN A LIVING (%)	8 (08.90)	4 (06.30)	12 (07.80)
TRAINING IN HOUSEHOLD ENTERPRISE (%)	0 (00.00)	0 (00.00)	0 (00.00)
STUDIES TOO DIFFICULT (%)	0 (00.00)	0 (00.00)	0 (00.00)
CAN NOT AFFORD TEXTBOOK/NOTEBOOKS (%)	1 (01.10)	0 (00.00)	1 (00.70)
ILLNESS/NOT KEEPING WELL (%)	1 (01.10)	0 (00.00)	1 (00.70)
WILL GET MARRIED (%)	1 (01.10)	2 (03.20)	3 (02.00)
FAILURE/DID NOT LEARN ANYTHING (%)	0 (00.00)	0 (00.00)	0 (00.00)
TEACHERS NOT CO-OPERATIVE (%)	0 (00.00)	1 (01.60)	1 (00.70)
SCHOOL TOO FAR (%)	0 (00.00)	0 (00.00)	0 (00.00)
OTHERS (%)	8 (08.90)	8 (12.70)	16 (10.40)
TOTAL (%)	90 (100.00)	63 (100.00)	153 (100.00)

Table-3.38: Age profile of class-V students

AGE IN YEAR	BOYS	GIRLS	TOTAL
8 (%)	0 (00.00)	0 (00.00)	0 (00.00)
9 (%)	57 (21.70)	30 (25.60)	87 (22.90)
10 (%)	126 (47.90)	50 (42.70)	176 (46.30)
11 (%)	53 (20.20)	30 (25.60)	83 (21.80)
12 AND ABOVE (%)	27 (10.30)	7 (06.00)	34 (10.00)
TOTAL (%)	263 (100.00)	117 (100.00)	380 (100.00)

Table-3.39: Distribution of class-V students according to father's main occupation

OCCUPATION	RURAL	URBAN	TOTAL
AGRICULTURE (%)	184 (53.18)	10 (29.41)	194 (51.05)
NON AGRICULTURE (%)	162 (46.82)	24 (70.59)	186 (48.95)
TOTAL (%)	346 (100.00)	34 (100.00)	380 (100.00)

Table-3.40: Distribution of class V students according to mother's main occupation

OCCUPATION	RURAL	URBAN	TOTAL
HOUSE WIFE (%)	313 (90.46)	34 (100.00)	347 (91.32)
AGRICULTURE (%)	9 (02.60)	0 (00.00)	9 (02.37)
NON AGRICULTURE (%)	24 (06.94)	0 (00.00)	24 (06.31)
TOTAL (%)	346 (100.00)	34 (100.00)	380 (100.00)



Table-3.44: Health status of class-V students (impairment)

IMPAIRMENT	NUMBER
VISION (%)	1 (00.30)
HEARING (%)	1 (00.30)
SPEECH (%)	4 (00.30)
LIMBS (%)	5 (01.30)
OTHERS (%)	3 (00.80)
TOTAL (%)	14 (03.70)
TOTAL N	380

Table-3.45: Distribution of class-V students engaged in part-time paid work

No.	BOYS	GIRLS	TOTAL
(%)	3 (01.14)	0 (00.00)	3 (00.79)

Table-3.45A: Nature of paid work

	NUMBER	PERCENT
AGRICULTURE	2	00.53
OTHER	1	00.26

Table-3.46: Pupils' response to the question "does your teacher give you homework?" by location (No. of students)

	LANGUAGE			MATHEMATICS		
	RURAL	URBAN	TOTAL	RURAL	URBAN	TOTAL
REGULARLY (%)	137 39.60	16 4.710	153 40.26	122 35.30	9 2.650	131 34.47
SOMETIME (%)	133 38.40	18 5.290	151 39.74	136 39.30	21 6.180	157 41.31
NEVER (%)	76 22.00	0 0.000	76 20.00	88 25.40	4 1.180	92 24.21
TOTAL N	346	34	380	346	34	380

**Table-3.47:** Impressions of class V students about home work given to them by the teacher (No. of students)

INSTRUCTION	HOME WORK GIVEN		CORRECTION OF HOME WORK	
	RURAL	URBAN	RURAL	URBAN
REGULARLY (%)	148 42.80	16 47.10	166 48.00	18 52.90
SOMETIME (%)	131 37.90	18 52.90	100 28.90	16 47.10
NEVER (%)	67 19.40	0 00.00	13 03.76	13 00.00
		17.63		03.42

**Table-3.48:** Distribution of responses of class-V students regarding the practice of class test in the schools

	LOCATION		GENDER		TOTAL
	RURAL	URBAN	BOYS	GIRLS	
WEEKLY/MONTHLY (%)	164 (47.40)	29 (85.30)			193 (50.80)
NEVER (%)	161 (46.50)	3 (08.80)			164 (43.20)
TOTAL N	346	34			380

**Table-3.49:** Class V students receiving guidance from family member in after school studies by location, gender and caste

	LOCATION		GENDER		CASTE		
	RURAL	URBAN	BOYS	GIRLS	SC/ST	OBC	OTHERS
No	118	20	89	49	21	57	60
(%)	34.10	58.82	33.80	41.90	28.80	35.00	41.70
TOTAL N	346	34	263	117	73	163	144

**Table-3.50:** Significance of difference in mean scores in language among those who received family assistance in completing home work and other, students

THOSE WHO GET FAMILY ASSISTANCE		THOSE WHO DID NOT GET FAMILY ASSISTANCE		DIFF IN MEAN SIGNIFICANCE
MEAN	SD	MEAN	SD	
38.00	13.52	35.30	13.98	NO

Table-3.51: Significance of difference in mean scores in mathematics among those who received family assistance in completing home work and other students

THOSE WHO GET FAMILY ASSISTANCE		THOSE WHO DID NOT GET FAMILY ASSISTANCE		DIFF IN MEAN SIGNIFICANCE
MEAN	SD	MEAN	SD	
15.10	05.71	14.99	06.81	NO

Table-3.52: Distribution of class-V students reporting feedback on tests

	RURAL	URBAN	TOTAL
REGULARLY (%)	80 (43.20)	23 (74.20)	103 (47.70)
SOME TIME (%)	72 (38.90)	4 (12.90)	76 (35.20)
NEVER (%)	33 (17.90)	4 (12.90)	37 (17.10)
TOTAL N	346	34	380

Table-3.53: Distribution of class-V students reporting class-teacher's presence in class

	RURAL	URBAN	TOTAL
REGULARLY	3 (00.90)	0 (00.00)	3 (00.80)
SOME TIME	317 (91.60)	34 (100.00)	351 (92.40)
NEVER	26 (07.50)	0 (00.00)	26 (06.80)
TOTAL N	346	34	380

**Table-3.53A:** Class teaching practices : Responses of the class V students  
(i) reading aloud in the classroom (ii) dictation

	READING ALOUD			DICTATION		
	RURAL	URBAN	TOTAL	RURAL	URBAN	TOTAL
REGULARLY (%)	103 29.80	1 02.90	104 27.40	187 54.00	16 47.10	203 53.40
SOME TIME (%)	188 54.30	11 32.40	199 52.40	137 39.60	18 52.90	155 40.80
NEVER (%)	55 15.90	22 64.70	77 20.30	22 06.40	0 00.00	22 05.80

**Table-3.54:** Teaching learning process at school, when the teacher is absent

SCHOOL PRACTICING NORMS	RURAL	URBAN
WE WORK ON OUR OWN (%)	75 (21.70)	14 (41.20)
A STUDENT SUPERVISOR MAINTAINED DISCIPLINE IN THE CLASS (%)	20 (05.80)	0 (00.00)
ANOTHER TEACHER TAKE THE CLASS (%)	188 (54.30)	20 (58.80)
DIFFERENT CLASSES ARE COMBINED (%)	26 (07.50)	0 (00.00)
WE PLAY OR GO HOME (%)	37 (10.70)	0 (00.00)
TOTAL (%)	346 (100.00)	34 (100.00)

**Table-3.55:** Incidence of pre-schooling training among primary students

	RURAL	URBAN	TOTAL
BALWADI (%)	0 (00.00)	0 (00.00)	0 (00.00)
AGANWADI (%)	5 (01.40)	0 (00.00)	5 (01.32)
IKG/UKG (%)	4 (01.20)	4 (11.80)	8 (02.11)
TOTAL (%)	9 (02.60)	4 (11.76)	13 (03.42)



Table-3.56: Distribution of class v students having textbooks by location

	RURAL	URBAN	TOTAL
LANGUAGE TEXTBOOK (%)	341 (98.60)	34 (100.00)	375 (98.90)
MATHS TEXTBOOK (%)	342 (98.80)	34 (100.00)	376 (98.90)
SCIENCE TEXTBOOK (%)	310 (89.60)	34 (100.00)	344 (90.50)
SOCIAL SUB. TEXTBOOK (%)	310 (89.60)	34 (100.00)	344 (90.50)
OTHER TEXTBOOKS (%)	154 (44.50)	28 (82.40)	182 (47.90)
COPIES (%)	343 (99.10)	34 (100.00)	377 (99.20)
PENCIL/PEN (%)	342 (98.80)	34 (100.00)	376 (98.00)
TOTAL N	346	34	380

Table-3.57: School with pre-school training facilities

	RURAL	URBAN	TOTAL
WITH PRE-SCHOOL (%)	0 (00.00)	0 (00.00)	0 (00.00)
WITH BALWADI/AGANWADI (%)	0 (00.00)	0 (00.00)	0 (00.00)
WITH LKG/UKG AND OTHER (%)	1 (02.30)	2 (100.00)	3 (06.67)
TOTAL N	43	2	45

Table-3.57A: Distribution of sample schools by the level of highest grade

	RURAL	URBAN	TOTAL
UP TO 5th CLASS (%)	41 (95.30)	2 (100.00)	43 (95.60)
UP TO 8th CLASS (%)	2 (04.70)	0 (00.00)	43 (04.40)
UP TO 10th CLASS (%)	0 (00.00)	0 (00.00)	0 (00.00)
TOTAL (%)	43 (100.00)	2 (100.00)	45 (100.00)

Table-3.57B: Location of sample schools (Mean distance in km)

NAME OF PLACE	RURAL		URBAN		TOTAL	
	MEAN	SD	MEAN	SD	MEAN	SD
NEAREST BLOCK HEAD QUARTER	21.39	12.82	01.50	00.71	20.51	13.19
NEAREST PRIMARY SCHOOL	01.65	01.72	00.50	00.71	01.60	01.70
NEAREST UPPER PRIMARY SCHOOL	03.84	03.64	00.00	00.00	03.67	03.65
NEAREST HIGH SCHOOL/ INTERMEDIATE SCHOOL	08.63	05.48	01.00	01.41	08.29	05.59
NEAREST TRADITIONAL SCHOOL	16.84	21.73	01.00	00.00	16.13	21.49
NEAREST AGANWADI, BALWADI/ NURSERY	04.53	06.19	00.50	00.71	04.36	06.11
NEAREST SANITARY SCHOOL	09.05	09.63	01.00	01.41	08.69	09.56

Table-3.58: Distribution of school building by nature of ownership

	RURAL		URBAN		TOTAL	
OWN BUILDING (%)	40 (93.00)		1 (50.00)		41 (91.10)	
RENTED BUILDING (%)	0 (00.00)		1 (50.00)		1 (02.20)	
RENT FREE BUILDING (%)	3 (07.00)		0 (00.00)		3 (06.70)	
TOTAL (%)	43 (100.00)		2 (100.00)		45 (100.00)	

Table-3.59: Distribution of schools by number of additional rooms required

No. OF ROOMS	RURAL	URBAN	TOTAL
ZERO (%)	1 (02.30)	1 (50.00)	2 (04.40)
ONE (%)	0 (00.00)	0 (00.00)	0 (00.00)
TWO (%)	14 (32.60)	0 (00.00)	14 (31.10)
THREE (%)	20 (46.50)	0 (00.00)	20 (44.40)
FOUR (%)	5 (11.60)	0 (00.00)	5 (11.10)
FIVE (%)	2 (04.70)	0 (00.00)	2 (04.40)
SIX AND ABOVE (%)	1 (02.30)	1 (05.00)	2 (04.40)
TOTAL (%)	43 (100.00)	2 (100.00)	45 (100.00)

Table-3.60: Basic facilities in school

Sl NO.	ITEMS	RURAL		URBAN		TOTAL
		No	(%)	No	(%)	
1.	MAP	32	74.40	2	100.00	34 75.60
2.	GLOBE	29	67.40	2	100.00	31 68.90
3.	CHART	25	58.10	2	100.00	27 60.00
4.	PLAYING GOODS, TOYS	31	72.10	2	100.00	33 73.30
5.	PLAYING INSTRUMENTS	26	60.50	2	100.00	28 62.20
6.	PRIMARY SCIENCE KIT	28	65.10	1	50.00	29 64.40
7.	SMALL INSTRUMENT KIT	25	58.10	1	50.00	26 57.80
8.	MATHEMATICS KIT	28	65.10	1	50.00	29 64.40
9.	DICTIONARY	29	67.40	2	100.00	31 68.90
10.	BOOKS OF CHILDREN	30	69.80	1	50.00	31 68.90
11.	NEWS PAPER/JOURNALS	11	25.60	2	100.00	13 28.90
12.	BELL	31	72.10	2	100.00	33 73.30
13.	MUSIC ITEMS	28	65.10	1	50.00	29 64.40
14.	MAT AND FURNITURE FOR					
(a)	ALL STUDENTS	11	25.60	2	100.00	13 28.90
(b)	SOME STUDENTS	10	23.30	0	00.00	10 22.20
(c)	NONE STUDENT	22	51.20	0	00.00	22 48.90
15.	CHAIR FOR ALL TEACHERS	32	74.40	2	100.00	34 75.60
16.	TABLE FOR ALL TEACHERS	26	60.50	1	50.00	27 60.00
17.	BLACK BOARD FOR ALL CLASSES	24	55.80	2	100.00	26 57.80
18.	NOTICE BOARD	3	00.70	1	50.00	4 08.90
19.	CHALK DUSTER FOR ALL CLASSES	5	11.60	2	100.00	7 15.60
20.	GLASS TUMBLERS	26	60.50	2	100.00	28 62.20
21.	DUSTBIN	15	34.90	1	50.00	16 35.60
22.	SAFE DRINKING WATER	21	48.80	2	100.00	23 51.10
23.	TOILET	4	09.30	2	100.00	6 13.30
24.	TOILET (FOR GIRLS)	3	07.00	1	50.00	4 08.90
25.	ELECTRIC CONNECTION	1	02.30	2	100.00	3 06.70
26.	PLAY GROUND	20	46.30	2	100.00	22 48.90
27.	WITH SCHOOL GROUND	17	39.50	1	50.00	18 40.00
28.	OUT SCHOOL GROUND	18	41.90	2	100.00	20 44.40
29.	YEARLY TESTING HEALTH	12	27.90	2	100.00	14 31.10
30.	IMMUNIZATION	11	25.60	2	100.00	13 28.90
31.	PRIMARY FIRST AID BOX	5	11.60	1	50.00	6 13.30

Table-3.61: Class V examination results (1994)

	APPEARED IN EXAM		EXAMINATION PASSED		TOTAL PASS (%)
	BOYS	GIRLS TOTAL	BOYS	GIRLS TOTAL	
RURAL (%)	331 90.70	112 86.20 443 89.50	326 90.60	106 85.50 432 89.30	97.51
URBAN (%)	34 09.30	18 13.80 52 10.50	34 09.40	18 14.50 52 10.70	100.00
TOTAL (N) (%)	365 100.00	130 100.00 495 100.00	360 100.00	124 100.00 484 100.00	97.77

Table-3.61A: Working teachers and vacant posts in schools as on 30th Sept., 1994-95 by location

	SANCTIONED POSTS	No OF WORKING TEACHERS	VACANT POSTS (%)
RURAL (%)	122 (91.70)	113 (91.10)	07.40
URBAN (%)	11 (08.30)	11 (08.90)	00.00
TOTAL (%)	133 (100.00)	124 (100.00)	06.80

Table-3.61B: Professional training status of teachers as on 30st Sept., 1994

	MALE	FEMALE	TOTAL
UNTRAINED (%)	20 (18.00)	2 (15.40)	22 (17.70)
B.T.C/H.T.C (%)	85 (76.60)	10 (76.90)	95 (76.60)
B. Ed (%)	6 (05.40)	1 (07.70)	7 (05.70)
M. Ed (%)	0 (00.00)	0 (00.00)	0 (00.00)
TOTAL (%)	111 (100.00)	13 (100.00)	124 (100.00)

**Table-3.63:** Vacant and sanctioned posts of teacher in the sample schools

WORKING TEACHER (%)	124 (93.20)
VACANT POSTS (%)	9 (06.80)
TOTAL SANCTIONED POSTS (%)	133 (100.00)

**Table-3.64:** Number of additional posts of teachers required on the basis of current enrollment

RURAL	URBAN	TOTAL
14	0	14

**Table-3.65:** Distribution of schools where time table existed

	RURAL	URBAN	TOTAL
No. (%)	6 (14.00)	2 (100.00)	8 (17.80)
TOTAL N =	43	2	45

**Table-3.66:** Distribution of school where time table was followed

	RURAL	URBAN	TOTAL
No. (%)	1 (02.30)	1 (50.00)	2 (04.40)
TOTAL N =	43	2	45

**Table-3.67:** Distribution of teachers by designation in sample schools

	ASSISTANCE TEACHERS	HEAD TEACHERS	TOTAL TEACHERS
No. (%)	73 (62.40)	44 (37.60)	117 (100.00)

**Table-3.68:** Distribution of sample teachers by location, gender and caste

	LOCATION		GENDER		CASTE		
	RURAL	URBAN TOTAL	MALE	FEMALE TOTAL	SC/ST	OBC	OTHERS TOTAL
No.	108	9	109	8	19	39	117
(%)	92.30	07.70	93.20	06.80	16.30	33.30	100.00

**Table-3.69:** Distribution of sample teachers by gender and age

AGE GROUP IN YEARS	MALE	FEMALE	TOTAL
BELOW 25 (%)	10 (09.20)	0 (00.00)	10 (08.50)
25-29 (%)	6 (05.50)	3 (37.50)	9 (07.70)
30-34 (%)	7 (06.40)	1 (12.50)	8 (06.80)
35-44 (%)	34 (31.20)	4 (05.00)	38 (32.50)
ABOVE 44 (%)	52 (47.70)	0 (00.00)	52 (44.40)
TOTAL (%)	109 (100.00)	8 (100.00)	117 (100.00)

**Table-3.70:** Distribution of teachers by level of academic standard

QUALIFICATION	MALE	FEMALE	TOTAL
JUNIOR HIGH SCHOOL (%)	9 (08.30)	0 (00.00)	9 (07.70)
HIGH SCHOOL (%)	24 (22.00)	1 (12.50)	25 (21.40)
INTERMEDIATE (%)	39 (35.80)	4 (50.00)	43 (36.80)
GRADUATION (%)	26 (23.90)	3 (37.50)	29 (24.80)
POST GRADUATION (%)	11 (10.10)	0 (00.00)	11 (09.40)
TOTAL (%)	109 (100.00)	8 (100.00)	117 (100.00)

**Table-3.71:** Distribution of teachers by level of academic standard in language and mathematics by location

CLASS	LANGUAGE		MATHEMATICS	
	RURAL	URBAN	TOTAL	TOTAL
JUNIOR HIGH SCHOOL (%)	8	0	8	21
	07.40	00.00	06.80	17.90
HIGH SCHOOL (%)	25	2	27	85
	23.10	22.20	23.10	72.60
INTERMEDIATE (%)	53	2	55	7
	49.10	22.20	47.00	06.00
ABOVE INTERMEDIATE (%)	22	5	27	4
	20.40	55.60	23.10	03.40
TOTAL (%)	108	9	117	117
	100.00	100.00	100.00	100.00

**Table-3.71A:** Distribution of teachers according to professional training by gender and location

TEACHERS TRAINING	GENDER		LOCATION	
	MALE	FEMALE	RURAL	URBAN
PRIMARY/ELEMENTARY	84	5	87	2
CERTIFICATE DIPLOMA	77.10	62.50	80.60	22.20
GRADUATE TRAINED B.Ed	6	1	4	3
OR EQUIVALENT (%)	05.50	12.50	03.70	33.30
M.Ed. AND ABOVE (%)	0	0	0	0
	00.00	00.00	00.00	00.00
NOT TRAINED (%)	19	2	17	4
	17.40	25.00	15.70	44.40
TOTAL (%)	109	8	108	9
	100.00	100.00	100.00	100.00



**Table-3.72:** Distribution of teachers who have not undergone in-service training by location and gender

	LOCATION		GENDER	
	RURAL	URBAN	MALE	FEMALE
No.	78	9	80	7
(%)	72.20	100.00	73.30	87.50
TOTAL N =	108	9	109	8
		117		117

**Table-3.72A:** Distribution of teachers who have undergone in-service training by location and gender

	LOCATION		GENDER	
	RURAL	URBAN	MALE	FEMALE
No.	30	0	29	1
(%)	27.80	00.00	26.60	12.50
TOTAL N =	108	9	109	8
		117		117

**Table-3.73:** Teachers engaged in multi-grade teaching by location and gender

	RURAL	URBAN	TOTAL	MALE	FEMALE	TOTAL
No.	65	1	66	64	2	66
(%)	60.20	11.10	56.40	58.70	25.00	56.40
TOTAL N =	108	9	117	109	8	117

**Table-3.74:** Teaching practices in multi-grade the teaching setting by gender and location

CATEGORIES	MALE	FEMALE	TOTAL	RURAL	URBAN	TOTAL
COPY WORK (%)	40	1	41	40	1	41
	65.60	100.00	66.10	65.60	100.00	66.10
WAIT, WORK ON THEIR OWN, PLAY (%)	9	0	9	9	0	9
	14.80	00.00	14.50	14.80	00.00	14.50
SUPERVISION BY OLDER CHILDREN (%)	8	0	8	8	0	8
	13.10	00.00	12.90	13.10	00.00	12.90
OTHERS (%)	4	0	4	4	0	4
	06.60	00.00	06.50	06.60	00.00	06.50
TOTAL N =	109	108	117	108	9	117

**Table-3.75:** Distribution of teachers reporting availability of teaching aid by location

TEACHING AID	RURAL	URBAN	TOTAL
TEACHER GUIDE (%)	16 (14.80)	3 (33.30)	19 (16.20)
DICTIONARY (%)	38 (35.20)	8 (88.90)	46 (39.30)
BOOK OTHER THAN TEXT-BOOK (%)	55 (50.90)	5 (55.60)	60 (51.30)
MAP (%)	73 (67.60)	6 (66.70)	79 (67.50)
GLOBE (%)	46 (42.60)	7 (77.80)	53 (45.30)
CHARTS (%)	62 (57.40)	8 (88.90)	70 (59.80)
FLASH CARDS (%)	25 (23.10)	7 (77.80)	32 (27.40)
SCIENCE (KIT) (%)	34 (31.50)	5 (55.60)	39 (33.30)
MATHEMATICS (KIT) (%)	29 (26.90)	5 (55.60)	34 (29.10)
OTHERS (%)	13 (12.00)	1 (11.10)	14 (12.00)
TOTAL N =	108	9	117

**Table-3.76:** Teachers according to level of help received from head teacher, S.D.I., other primary teachers and head of sankul vidyalaya

	VERY HELPFUL			SOMEWHAT HELPFUL			NOT HELPFUL		
	RURAL	URBAN	TOTAL	RURAL	URBAN	TOTAL	RURAL	URBAN	TOTAL
HEAD TEACHER (%)	22	6	28	23	1	24	21	0	21
S.D.I.	20.40	66.70	23.90	21.30	11.10	20.50	19.40	00.00	17.90
	10	0	10	37	3	40	61	6	67
OTHER PRIMARY (%)	09.30	00.00	08.50	34.30	33.30	34.20	56.50	66.70	57.30
TEACHERS (%)	32	8	40	28	1	29	35	0	35
HEAD OF SANKUL VIDYALAYA (%)	29.60	88.90	34.20	25.90	11.10	24.80	32.40	00.00	29.90
	7	1	8	11	1	12	87	7	94
	06.50	11.10	06.80	10.20	11.10	10.30	80.60	77.80	80.30

**Table-3.77:** Teachers preference the type of for educational institutions for their children by location

KIND OF SCHOOL	RURAL	URBAN	TOTAL
GOVERNMENT (%)	64 (59.20)	1 (11.10)	65 (55.50)
PRIVATE (AIDED) (%)	29 (26.80)	1 (11.10)	30 (25.60)
PRIVATE (NON-AIDED) (%)	4 (03.80)	2 (22.20)	6 (05.20)
NO PREFERENCE (%)	11 (10.20)	5 (55.60)	16 (13.70)
TOTAL N =	108	9	117

**Table-3.77A:** Number and percentage of head teachers (detail by location, gender and caste)

	LOCATION			GENDER			CASTE			
	RURAL	URBAN	TOTAL	MALE	FEMALE	TOTAL	SC/ST	OBC	OTHERS	TOTAL
No.	42	2	44	43	1	44	11	9	24	44
(%)	95.45	04.55	100.00	97.70	02.30	100.00	25.00	20.50	54.50	100.00

# CHAPTER - IV

## DISTRICT - ETAWAH

### BACKGROUND :

AREA : 4,326 sq. km.

### POPULATION :

YEAR	MALE	FEMALE	TOTAL
1991	11.69 Lakh	09.69 Lakh	21.38 Lakh

Density of population	488 per sq. km.
Number of Tehsils	4
Number of Development Blocks	14
Number of Villages	1,463
Number of Urban Centres	13

### Literacy percentage

Year	Male	Female	Total
1971	38.98	16.61	28.86
1981	48.69	24.02	37.49
1991	53.57	31.23	43.62

### Number of Primary Schools (30.09.92)

Senior Basic School	368
Junior Basic School	1,315

### Number of Primary School Teachers (30.09.92)

Senior Basic Schools	2,595
Junior Basic Schools	5,051

### Number of Primary School Students (30.09.92)

Senior Basic Schools	84,836
Junior Basic Schools	1,35,522

4.1 The purpose of this section is to (a) present an analysis of academic achievements of students in the primary schools of Etawah districts; (b) assess the level of literacy retention among the dropout students who had withdrawn from the learning stream before completing their primary education, and (c) underline the more important causes which are responsible for the cauation of the dropout phenomenon in primary schools.

4.2 The evaluation of learning achievements was done by administering tests in language and mathematics to sample students in Class-V and Class-II of the sample schools.

**SAMPLE : Table :- 4.1; 4.2 and 4.3**

4.3 The test sample consisted of 1263 students of which 680 belonged to Class-V, and 583 to Class- II. 727 of them were boys and 536 girls. Caste- wise, they belonged to three caste groups i.e. SC/ST; OBC and Others. Of the 680 students of Class-V, 171 were SC/ST; 311 OBC and 198 Others. The 583 students of second standard, who were classified into two categories as SC/ST and Others, had 171 SC/ST students, and 412 Others.

4.4 Location-wise, the distribution of the sample was done into two distinct categories as Rural and Urban. Of the 680 students of Class-V sample 561 came from Rural, and 119 from Urban schools. In Class-II sample 493 students came from Rural schools and 90 from Urban schools.

4.5 Sex-wise division of Class-V students revealed that the sample had 391 boys and 289 girls; the corresponding figures in Class-II sample were 336 boys and 247 girls.

## **SECTION - A**

### **LEARNING ACHIEVEMENT OF CLASS-V STUDENTS**

#### **LANGUAGE**

**GENERAL PICTURE : (Reference table : 4.4; 4.5; and 4.9) -**

- 4.6** The average score of Class-V students in the language test was 33.76 marks or about 40.20 percent, and there was considerable variation in individual scores around the mean. The average score of boys was 42.10 percent marks; the corresponding average for the girls was 37.50 percent marks. The mean difference between boys and girls scores was found statistically significant. The level of deviations of individual scores from the respective means in the two series were almost of the same order.

**COMPARISON BY LOCATION : (Reference table : 4.4; 4.8)**

- 4.7** The average achievement standards of the Rural students did not differ significantly from their counterparts of the Urban schools. As against the mean score 39.80 percent marks in the case of Rural students, the average score of the Urban students was 42 percent, and the difference in the mean scores between Rural and Urban students was statistically not significant in terms of 't' values.

**CASTE FACTOR : (Reference table : 4.6; 4.10)**

- 4.8** The mean achievement of the SC/ST students in the test was lowest among all the caste groups of the sample students. The mean scores of the SC/ST, OBC and Other groups were 37.33 percent, 40.56 percent and 42.08 percent marks respectively. The differences in the mean scores of SC/ST and Others were statistically significant but the mean difference in scores of OBC and Others, was not significant. In respect of degrees of deviation of individual scores from the group's mean score, OBC and other caste groups had greater degree of deviations of score from the mean, compared to the SC/ST students.

## QUALITY OF LEARNING ACHIEVEMENT :

- 2.9 To assess the quality of the average academic standards of Class-V students in language and mathematics, the scores in the tests were graded on a five point scale as below:

Table :- X Learning achievement scale

S.No.	Grade	Percentage marks
1.	Zero	$x = 0$
2.	Below MLL	$0 \times 40$ percent
3.	MLL	$41$ percent $\times 59$ percent
4.	Near Mastery	$60$ percent $\times 79$ percent
5.	Mastery	$x 80$ percent

where  $x$  = percent score

## GENERAL PICTURE :(Reference table : 4.11)

- 4.10 The outcome of the language test revealed that 60.32 percent of the students of Class-V who appeared in the language test scored below the Minimum Learning Level (MLL) grade; 28.68 percent achieved the MLL grade; 7.94 percent were at the 'Near Mastery' grade, and only 2.06 percent alone could reach the highest grade of 80 percent and above.

## COMPARISON BY LOCATION :(Reference table : 4.11)

- 4.11 Comparison between Rural and Urban students revealed that the overall average standard of the Rural students was lower as compared to the Urban school students. Thus 63.30 percent of the Rural students as against 52.10 percent Urban students could not qualify the MLL grade; 26.40 percent Rural as against 39.50 percent Urban students, attained the MLL grade; 8 percent Rural as against 7.60 percent Urban students were placed in the 'Near Mastery' grade. Only 2.30 percent of the Rural as against 0.80 percent of Urban students qualified for the Mastery grade.

## SEX DIFFERENTIAL :(Reference table : 4.11)

- 4.12 Sex-wise comparison of scores revealed that 55.75 percent boys and 68.86 percent girls could not qualify the MLL grade; 31.97 percent boys

and 24.22 percent girls obtained the MLL grade; 9.46 percent boys and 5.89 percent girls reached the Near Mastery category, and only 2.81 percent boys and 1.03 percent none among the girls could touch the highest category of 80 percent marks and above. The overall inferiority of females in the language was quite pervasive as the difference in the male and the female standards was sharply visible in the separate samples of Rural and Urban students.

**BY CASTE :(Reference table : 4.11)**

- 4.13 Caste-wise comparison of the grades of SC/ST, OBC and Other caste groups once again underlined the inferiority of SC/ST students vis-a-vis their counterparts belonging to non scheduled castes. The analysis revealed that 68.42 percent among SC/ST; 61.09 percent among OBC and 55.56 percent among the rest of the students could not qualify for the MLL grade. 29.90 percent among SC/ST students; 27.98 percent among OBC and 31.31 percent among the rest could barely attain the MLL grade. 4.68 percent SC/ST students, 9.32 percent OBC students and 8.59 percent Others, belonging to other caste groups attained the Near Mastery grade. The highest grade of 80 percent or above score remained virtually untouched by students of SC/ST category, and 1.61 percent OBC and 4.54 percent of the higher caste students were placed in this category.

**COMPETENCIES IN LANGUAGE :(Reference table : 4.12; 4.13)**

- 4.14 Achievement in language learning consists of competency in two major areas, i.e. (i) WORD MEANING AND (ii) COMPREHENSION. Deficiency in one or both areas leads to low standards in language learning among primary school children.
- 4.15 The analysis of the test scores revealed that the average standards of students in both the areas of language learning were of very low order. The deficiency was relatively more pronounced in the area of COMPREHENSION. Thus, as against the average score of 50 percent marks



in the WORD MEANING section, the mean score in the COMPREHENSION section was just 31.27 percent marks.

- 4.16 This pattern of relative deficiency in two major areas of language learning also prevailed in all the sub sets when the test scores were rearranged into sub-groups of sex, location and castes.

## MATHEMATICS

### GENERAL PICTURE :(Reference table : 4.14; 4.15)

- 4.17 The average score of Class-V students who gave the mathematics test was 30.40 percent marks; the mean score of the Urban and Rural students separately were 28.70 percent, and 30.80 percent marks respectively. The difference between the mean scores of the Rural and Urban students, however, was not found significant in terms of 't' value.

### BY SEX :(Reference table : 4.16; 4.17)

- 4.18 The sex-wise comparison of male and female scores in mathematics once again, outlined the inferiority of female standards. The average score of the boys group was 31.90 percent marks as against 28.50 percent marks in the case of the female's group, and the difference between the mean scores of the male and female students was statistically significant.

### BY CASTE :(Reference table : 4.19; 4.20)

- 4.19 Among the caste groups the average score of the students belonging to SC/ST group was the lowest. The mean difference between the average scores of SC/ST and OBC students as also between SC/ST and Other caste group, were statistically significant. But the marginal difference in the mean scores of OBC and non SC/ST students, belonging to Other group, was not found statistically significant. Caste-wise distribution of the average scores of the students in mathematics were as follows: SC/ST 28.10 percent; OBC 31.25 percent, and Others 31.13 percent.

#### COMPETENCIES IN MATHEMATICS :(Reference table : 4.21)

- 4.20 The test paper in mathematics consisted of questions on Addition, Substraction, Multiplication, Division, Factors, Time & Period, Weights & Measures, and Geometry.
- 4.21 Area-wise analysis of average scores revealed that in all branches of mathematics in which the test was given, the average levels of competency was far below the standard of Minimum Learning Level (MLL) prescribed by NCERT. The particular areas in which competencies were poorest were Addition, Unitary Method, Fractions and Weights & Measures.

#### QUALITY OF LEARNING STANDARDS :(Reference table : 4.22)

- 4.22 Quality-wise analysis of the test scores in the mathematics test showed that about 83.10 percent of the students did not qualify the MLL grade; 12.50 percent obtained the MLL grade; 3.80 percent touched the Near Mastery grade; and the highest grade of 80 percent marks and above was availed by only 0.60 percent students in the sample.

#### BY SEX :(Reference table : 4.22)

- 4.23 In general the average scores of female students remained below the average scores of the male students. Thus as against 79.03 percent boys scoring below 40 percent marks, the corresponding figure for girls was 88.58 percent. 15.35 percent male and 8.65 percent female students scored the MLL grade; about 4.86 percent male students and 2.42 percent among the girls reached the 'Near Mastery' level. 0.76 percent boys and 0.35 percent girls could make up to the highest grade of 80 percent marks and above.

#### BY LOCATION :(Reference table : 4.22)

- 4.24 Comparison between Rural and Urban students revealed that the average performance of the Urban students in mathematics in the Minimum Learning Catagory was lower than the Rural students. As against 82 percent of the Rural students scoring below MLL, the corresponding

figure for the Urban students was 88.20 percent. Again as against 13 percent Rural students scoring the MLL grade, the corresponding figure for the Urban group of students was 10.10 percent. Also, in the Near Mastery grade the proportion of success among Rural students was comparatively higher as compared to the Urban students. Thus whereas 4.30 percent Rural students could make up to the Near Mastery grade, the corresponding figure for the Urban students was 1.70 percent. And where as 0.72 percent Rural students attained the highest grade of 80 percent marks and above, non among the Urban students could make up to this category.

#### BY CASTE :(Reference table : 4.22)

4.25 Quality-wise the performance of students belonging to SC/ST category was the worst. 85.97 percent among them as against 83.28 percent OBC, and 80.30 percent students of the Other category, remained below the MLL level; 10.53 percent SC/ST; 12.86 percent OBC and 13.64 percent of the Others achieved the MLL grade. Barely 3.50 percent among the SC/ST students; 3.54 percent among the OBC and 4.55 percent among the rest could touch the Near Mastery grade. In the Mastery grade the respective tally of the three caste groups of students was SC/ST - nil; OBC 0.32 percent; and Others 1.551 percent respectively.

#### SUMMING UP :

4.26 The foregoing analysis of test scores reveals that although the general standards of primary school students in both language and mathematics, were quite low, they were particularly disappointing in the case of mathematics. That, besides low standards there also existed significant variations in individual achievement levels on the basis of location, gender and caste parameters. The Urban students had a higher achievement level as compared to their Rural counterparts in language but in mathematics the Rural students had marginally better standards. The boys had higher standards in both the subjects compared to the girl students; and the non SC/ST students recorded a significant edge over the SC/ST students.

4.27 The difference in the achievement levels of OBC and Others (non SC/ST caste students belonging to other caste groups) was only marginal and statistically non significant.

4.28 Further, though infirmity and insufficiency pervaded all branches of learning in both, language and mathematics, the level of competency was lowest in the area of COMPREHENSION in LANGUAGE and Addition, Unitary Method, Fractions, and Weights & Measures questions, in MATHEMATICS.

#### LEARNING ACHIEVEMENTS OF CLASS-II STUDENTS :

##### LANGUAGE

(Reference table : 4.23; 4.24; 4.25; 4.26)

4.29 The average score of Class-II students in the language test was 50.05 percent; it was 32.90 percent in Word-reading and 67.20 percent in Letter-reading. No significant difference in the scores was found between boys and girls. The difference in the mean scores of SC/ST and Higher caste students was also statistically not significant.

4.30 The analysis of the test scores revealed that there were large differences in the individual standards. 9.90 percent of the students scored Zero marks; 34.80 percent did not qualify for the MLL grade; and 22.10 percent barely touched the MLL; 19.60 percent scored the Near Mastery grade and 22.50 percent came up to the highest grade of 80 percent and above marks.

4.31 Location-wise and Caste-wise differences in the standards as seen in the case of Class-V students were also present in the case of Class-II students in more or less the same order, with the only exception that there was no significant difference in the quality of male and female scores in language among the Class-II students.

## MATHEMATICS

(Reference table : 4.27; 4.28; 4.29; 4.30)

4.32 The average test score of Class-II students in mathematics was 24.43 percent marks, and there appeared very little variation of the individual scores from the mean.

4.33 The Urban students had a decidedly higher standard than their Rural class mates. The average test score of the Urban students was 34.93 percent as against 23.93 percent marks of the Rural students. The mean difference between the scores of Rural and Urban students was statistically significant.

4.34 The boys exhibited a higher standard than the girls. The average score of the boys was 22.93 percent marks and of girls 26.43 percent marks, but the difference of mean scores between boys and girls was statistically not significant.

4.35 Caste-wise comparison of the test scores showed that the average score of SC/ST students was 22.57 percent marks as compared to 25.14 percent marks of Other students, and the difference in the mean scores of the two groups was statistically not significant.

4.36 Quality-wise analysis of the test scores revealed that 74.30 percent of Class-II students who appeared in the test scored Zero marks; 9.10 percent could not reach the MLL; about 16.60 percent attained the MLL grade, and there was not a single student who could reach the Near Mastery or the Mastery grades.

## DROPOUTS :

(Reference table: 4.31; 4.32; 4.33; 4.34; 4.35; 4.36; 4.37)

4.37 The group of 104 students who had left their studies before completing the primary education, had 54 (51.90 percent) boys and 50 (48.10 percent) girls. 86.50 percent of them belonged to Rural schools, and 13.50 percent came from Urban centres. Their caste-wise distribution

showed that 39.40 percent of them were SC/ST; 36.50 percent OBC and 24 percent belonged to Other caste group.

4.38 34 percent among them left the school when they were in Class-III ; 39.40 percent in Class-IV, and 26.90 percent when they had reached Class-V.

4.39 At the time of our survey only 14.40 percent of the dropouts were engaged in paid jobs. Of them 22.20 percent were boys and 6 percent girls. none percent of those who were working for wages, were engaged in household industries and artisan works; 40 percent were working as agricultural labour; 13.30 percent as domestic servants and the remaining 46.70 percent, who did not have a specified job, were simple wage earners in a score of sundry occupations.

4.40 To evaluate their literacy standard they were given simple literacy tests in language and mathematics. The result revealed that 76 percent had forgotten even the alphabets; about 11.50 percent, who retained some smattering of literacy, had their achievement level well below the MLL grade, and only 6.70 percent attained the MLL standard. Against such a background it was surprising to find 2.90 percent such students who reached the Near Mastery level of 60 percent marks and above, and another 2.90 percent who could score more than 80 percent marks.

#### ACHIEVEMENT IN MATHEMATICS :

4.41 However, the level of literacy retention in mathematics among the dropouts was comparatively low. 62.50 percent of them scored zero marks; 26 percent remained below the MLL grade, and barely 7.70 percent could claim the MLL grade. But, as in the case of language, there were exceptions in this area also. One percent of the dropouts attained the Near Mastery grade, and 2.90 percent scored beyond 80 percent marks in the mathematics test. It is really a pity that such talented students had to leave their education for obvious reasons before completing their primary education.

#### REASONS FOR DROPOUT :

4.42

Among the many reasons stated for the existence of the dropout-phenomenon in the primary schools of the district, the most important was the domestic need of the family to which the child belonged. His presence in the house was needed to assist other members of the family in the routine household works. 35.60 percent of the total dropouts in the sample were obliged to leave their studies mid-stream because of this particular reason. 23.10 percent left the school because they found the course very difficult. About 12 percent students withdrew from the school because they could not afford to purchase books and copies. A little more than 8 percent children were obliged to supplement the family income by their wage. Another 8 percent dropped out because of ill-health. About 5 percent had to leave the school because their parents did not appreciate the value of education. The remaining 3.9 percent left school for other reasons. About 3 percent of the dropout blamed their teachers for their apathy and discouragement to them in the school.

4.43

In the case of female students the more important reasons for terminating the learning process mid- stream were; need to assist the family members in the household routine; about 36 percent dropout cases gave as the prime reason for leaving the school. About 27 percent found the courses too difficult; 14 percent could not afford the expenses of school education. An equal percentage among them complained of apathy and discouragement by teachers as the most important cause for deserting school.

## SECTION - B

PERSONAL, FAMILY AND SCHOOL BACKGROUND OF THE STUDENTS :  
(Reference table: 4.38; 4.39; 4.40; 4.41; 4.42; 4.43; 4.44; 4.45)

4.44 The factors which lay behind the low achievement level of primary school children related largely to the personal, family factors and the school environment of the students.

4.45 The modal age of the Class-V students who appeared in the language and mathematics tests was 10 years, which accounted for 49.10 percent of the population. Nearly all the sample students came from very poor families. In more than 59.12 percent cases the male parent was engaged in *non-agricultural occupations, and in more than 93.38 percent cases the mothers were non-earning house-wives. In about 23.80 percent cases the father was illiterate and in more than 23.70 percent he had studied only up to the primary level. In the case of mothers more than 55.10 percent were illiterates and barely 22.40 percent had education up to primary level. 93.20 percent students stated that their father was living with the family. The corresponding figure in the case of mothers was 96.20 percent. Only 6.84 percent students stated that their male parent was obliged, for occupational reasons, to be absent from the family for more than a year at a time. The corresponding proportion of students in whose case the mothers remained away from the family for more than a year at a time, was only 3.80 percent.*

4.46 The incidence of illness in the sample students was quite low. At the time of the survey 0.30 percent students were suffering from fever, no one with cough and cold; 0.10 percent suffered from diarrhoea, about 0.30 percent had skin diseases and 1.20 percent complained of minor ailments. The incidence of physical disability was also of quite low order. Only 0.10 percent had vision or hearing problem; 0.10 percent had speech defect; 1.20 percent had infirmity in limbs; and less than one percent complained of other kinds of physical defects.



- 4.47 0.15 percent students in the sample were found engaged in part-time paid work.

**ASPECTS OF TEACHING METHODS :**

(Reference table: 4.46; 4.47; 4.48; 4.49; 4.50; 4.51; 4.52; 4.53; 4.54; 4.55;4.56)

**(a) HOMEWORK :**

- 4.48 About 63.82 percent students stated that they were rarely or never given home assignment in language. The corresponding proportion in the case of mathematics was 65.15 percent.

**(b) CORRECTION OF THE WRITTEN ASSIGNMENT :**

- 4.49 40.15 percent students testified that their written assignments were rarely or never corrected by the teacher.

**WEEKLY AND MONTHLY TESTS :**

- 4.50 About 49 percent students stated that the system of weekly or monthly tests in the class did not exist in their schools. In the remaining cases the practice was stated to be quite erratic and infrequent in nature.

**FAMILY ASSISTANCE IN STUDIES AFTER SCHOOL HOURS :**

- 4.51 Only 37.65 percent of the sample students said that they received guidance from their family members in competing their home assignment. A little further probing revealed that such assistance remained confined to language lessons only. With the low level of literacy prevailing among the parents, this was quite understandable.

- 4.52 To find the impact of family help and guidance to students in completing their home work on their learning achievement standards, we compared the mean scores of those students who avowed receiving family assistance with those who denied having the privilege of this facility. The difference in the mean scores of the two groups in both language and mathematics, were not found statistically significant. This implies that the family assistance

in the given circumstances had at best only a marginal significance in raising the learning standards of the primary school children.

**FEEDBACK :**

**4.53** Correction of the written assignment/test papers of students by the teacher is useful only when the mistakes are pointed out to them, and they are made to make the necessary corrections.

**4.54** In more than 46.50 percent cases the students testified that they were never or on very rare occasions asked to note down their mistakes and practice the corrections made in their note books.

**4.55** Only 0.70 percent students said that the teacher came to the class regularly. 96.50 percent of them maintained that he rarely came to the class. While 2.70 percent respondents said that the teacher never came to the class.

**4.56** In the absence of the class teacher what did the children do in the school? About 9.60 percent students in the Rural schools and 20.20 percent in Urban schools said that they worked on their own; 2.50 percent among the Rural students said that a student supervisor maintained discipline in the class. About 68.30 percent students in the Rural and 75.60 percent in the Urban schools said that another teacher engaged the class. About 8.70 percent of the Rural students and 0.80 percent of the Urban students maintained that the class was combined with some other class, and about 10.90 percent in the Rural, and 3.40 percent Urban children said that they played or went back to their homes.

**4.57** Most of the students had taken admission in the primary schools directly without undergoing pre- school training. Only 1.62 percent among the sample students had attended Balwadi, Aganwadi, LKG/UKG classes, before seeking admission to the primary school.

**4.58** Most of the students had the complete set of text books, note books and writing material.

THE SCHOOL :

(Reference table: 4.57; 4.58; 4.59; 4.60; 4.61; 4.62; 4.63; 4.64; 4.65; 4.66)

4.59 Most of the primary schools were located within manageable distance from the Block Headquarter, the other primary school in the locality, upper primary school, High School, Pre-school training centres, and the SANKUL VIDYALAYA of the area.

4.60 More than 88.90 percent of the sample schools had their own buildings. About 8.90 percent were being run in rent free buildings, and only 2.20 percent had rented accommodation.

4.61 All the 45 schools in the sample complained about shortage of class rooms. The shortage ranged from one room to six rooms. A little more than 42.20 percent schools asked for 3 additional rooms.

4.62 In most of the cases the primary school building was an uninspiring sight. The general picture of a primary school consisted of a dilapidated or incomplete structure with no compound walls around it, situated in a desolate place amidst dirt, squalor, cow dung and stagnant water puddles, and domestic cattle of all descriptions, freely roaming about and a couple of students squatting on the ground in the open with or without a teacher in the class. There were no provisions for extra curricular activities and games after the school hours for the students in the schools.

4.63 Despite 'Operation Black Board' quite a large number of sample schools lacked in basic facilities for teachers and students and had incomplete or inadequate teaching equipments and teaching aids. Thus more than 64.40 percent schools did not provide sitting Tat-Patti (mats) to all the students in the class room; about 27 percent schools did not have mats at all, and all the students squatted on the floor of the class room; Barely 26.70 percent schools provided a few mats to some students for sitting in the classroom.

4.64 More than 17.80 percent schools did not have chairs for all teachers, and more than 24.40 percent did not provide tables to all their teachers.

4.65 More than 22.20 percent schools did not have black boards in all the classes, and 82.20 percent of them did not have chalk sticks with which to write on the black board. More than 92.10 percent schools did not have a notice board.

4.66 More than 40 percent schools did not have the science kit; 42.20 percent did not possess the small instrument kit; about 47 percent did not have the mathematics kit; 35.60 percent schools did not have a dictionary; 33.30 percent did not have wall hanging maps; 35.60 percent did not possess a globe; 40 percent had no charts to show and about 35.60 percent had the toys and play instruments provided to them missing.

4.67 Of the 45 sample schools in the district 04 schools had only one teacher; 11 had two teachers; 08 schools had three teachers in the staff; 09 schools had four teachers and 13 schools had five teachers.

4.68 About 5.10 percent of the sanctioned posts of teachers were lying vacant at the time of this survey. The norm of teacher students ratio for the primary schools was 1:40. On the basis of the current enrollment in the sample schools 13 additional teachers were needed. All of them were asked by the Rural schools.

4.69 Only 15.60 percent schools claimed to have a time table. In the Rural schools only 12.80 percent had a time table and among the Urban schools 33.30 percent claimed to have a time table. Only 11.10 percent schools alone claimed to follow the time table.

4.70 It was, therefore a wonder that despite such indifferent teaching and learning practices the pass percentage of Class-V students in the annual test of 1994 was 96.96 percent for the Rural schools and 100 percent for the Urban schools.

#### TEACHERS :

(Reference table: 4.67; 4.68; 4.69; 4.70; 4.71; 4.72; 4.73; 4.74; 4.75; 4.76; 4.77)

4.71 Among the 150 teachers of the sample schools who were interviewed 106 were assistant teachers and 44 head teachers. 82 percent of them

came from the Rural and 18 percent from the Urban Schools. Gender-wise, 74.70 percent of them were male teachers and 25.30 percent lady teachers. Caste-wise, about 8 percent were SC/ST; 29.30 percent OBC and 62.70 percent Others.

**4.72** The modal age of the sample teachers ranged above 44 years. The modal age among female teachers was in and below the range of 44 years, and of the male teachers above 44 years.

**4.73** As per the educational qualifications, their distribution was as follows: below High school 3.30 percent; High school 20 percent; Intermediate 44 percent; Graduates 19.30 percent and Post graduates about 13.30 percent.

**4.74** About 62 percent teachers who were teaching mathematics were High school pass and about 28.70 percent had their educational qualification below high school. In language teaching about 4.70 percent had passed the Junior High school test; about 19.30 percent were High school, and a little more than 49 percent had passed the Intermediate examination. 27.30 percent were above Intermediate.

**4.75** 103 of 150 teachers had not attended the in- service training courses even once.

**4.76** 48 teachers were engaged in multi-grade teaching, of these 47 belonged to Rural schools. On being asked how the teachers in multi-grade teaching managed the class discipline?, it was revealed that the teacher addressed himself to one class at a time and in 70.50 percent cases the class which was not being taught was assigned some copying work; in about 18.20 percent cases the children were allowed to go to the field for playing; in 11.50 percent cases the children who were not being taught remained in the class and a monitor enforced silence and discipline among them.

**4.77** To assess the level of availability of essential items of teaching aids to the sample teachers, some relevant questions were asked. Their

responses revealed that only 28 percent of the teachers had teacher's guide available to them; 48 percent owned a dictionary; only 52 percent owned some books other than the text books they taught; 39.30 percent had access to the wall map; 48 percent could avail the globe; 45.30 percent had access to educational chart; 38.70 percent had an access to the science teaching kit, and 34 percent to the mathematics kit.

#### 4.78

The teachers in the primary schools are expected to receive regular guidance and help from the Head Teacher, the SDI, the senior teachers in the neighboring primary schools and the head of the SANKUL VIDYALAYA of the area. On being questioned how much assistance they received from these sources, some 21.30 percent of the respondents were found to be highly dissatisfied with the indifferent attitude of their Head teacher; about 80 percent stated that the SDI was not at all helpful; about 27.30 percent did not acknowledge any kind of contribution by the senior teachers of the neighboring schools, and more than 80.70 percent teachers held that they did not receive any kind of help or guidance from the head teacher of the Sankul Vidyalaya.

#### 4.79

Despite such a sorry state of affairs in the primary schools most of the teachers seemed to prefer to admit their children to the government maintained primary schools. Access to their wards personal supervision and economic considerations were stated to be the main reasons for such a bias among the teachers in favor of Government Primary schools.

## SUGGESTION FOR IMPROVING THE LEARNING STANDARDS IN PRIMARY SCHOOLS OF THE DISTRICT

- 4.80** The students in primary schools in general lack after school learning facilities in their homes. Any scheme of improvement in the learning standards of primary school children must therefore begin with improvements in the infrastructure and fining schools.
- 4.81** In this regard other important aspects which need urgent attention are:  
(i) regularity in the functioning of the schools and (ii) improvement in the quality of class-room teaching and (iii) commitment of the teachers to their duty towards their taught.
- 4.82** Regularity in the functioning of the primary schools can be ensured by the community leaders who take adequate interest in them and the departmental inspectors who inspect the functioning of the schools, particular in the class-room teaching at regular intervals.
- 4.83** The main obstacles in the functioning of the Village Educational Committee is its composition. Usually bodies are dominated by such members who do not need these primary institutions for educating their wards, and therefore have no real interest in their development.
- 4.84** Replacement of such members by those whose children are the beneficiaries of these schools is necessary to make these committees functional.
- 4.85** It was found that women in general were more concerned about the education of their children than their male partners. It would therefore be helpful if the Village Education Committees are nominated from among lady members of panchayats who have admitted their wards in the local primary schools.
- 4.86** To increase the level of participation of girl students in the primary schools and to reduce the incidence of dropout among them it is necessary to start a scholarship scheme for girl students irrespective of their caste as available to SC/ST students.

**4.87** The mentally prevailing physical atmosphere in most of the schools in not conducive for attracting children to the class. The discrepancy in the basic facilities in each and every school need be removed and proper arrangement be made to avert their misuse or theft. Further the schools should have a campus of their own. This can be ensured by raising a closer wall around the school building. Only after providing a campus to the school which the students consider as their own can they be induced to practice the principles of environmental sanitation on a regular basis.

**4.88** To improve the quality of class teaching adequate knowledge of the subject and dexterity in using teaching aids and educational equipment is the necessary condition. In subjects like science and mathematics in a majority of schools the teachers were found lacking in the desirable level of knowledge of basic concepts and prepositions and efficiency in using the science and mathematics teaching aids of the subjects in the class. It is therefore essential to strengthen the in-service training programme for teachers and the main purpose of the in-service training camps should be to refresh the basic concept and train the use of teaching techniques to the teachers.

**4.89** There is a need to develop the school as a living entity and a hubb of interesting programmes and activities for the children. To ensure regular extracurricular activities in the schools after regular school timing it is necessary to provide residential accommodation to at least two teachers to live in the campus. One of whom should be the Head teacher of the school.



# T A B L E S

## (ETAWAH)

**Table-4.1:** Distribution of student sample by location, gender and caste

CLASS	LOCATION			GENDER			CASTE				
	RURAL	URBAN	TOTAL	BOYS	GIRLS	TOTAL	SC/ST (1)	OBC (2)	OTHERS (3)	NON SC/ST (2+3)	TOTAL
V	561	119	680	391	289	680	171	311	198	509	680
II	493	90	583	336	247	583	171			412	583
TOTAL	1054	209	1263	727	536	1263	342	311	198	921	1263

**Table-4.2:** Distribution of sample class-V students by location, gender and caste

	LOCATION			GENDER			CASTE			
	RURAL	URBAN	TOTAL	BOYS	GIRLS	TOTAL	SC/ST	OBC	OTHERS	TOTAL
No.	561	119	680	391	289	680	171	311	198	680
(%)	82.50	17.50	100.00	57.50	42.50	100.00	25.10	45.70	29.10	100.00

**Table-4.3:** Distribution of sample class-II students by location, gender and caste

	LOCATION			GENDER		CASTE			
	RURAL	URBAN	TOTAL	BOYS	GIRLS	TOTAL	SC/ST	OTHERS	TOTAL
No.	493	90	583	336	247	583	171	412	583
(%)	84.60	15.40	100.00	57.60	42.40	100.00	29.30	70.70	100.00

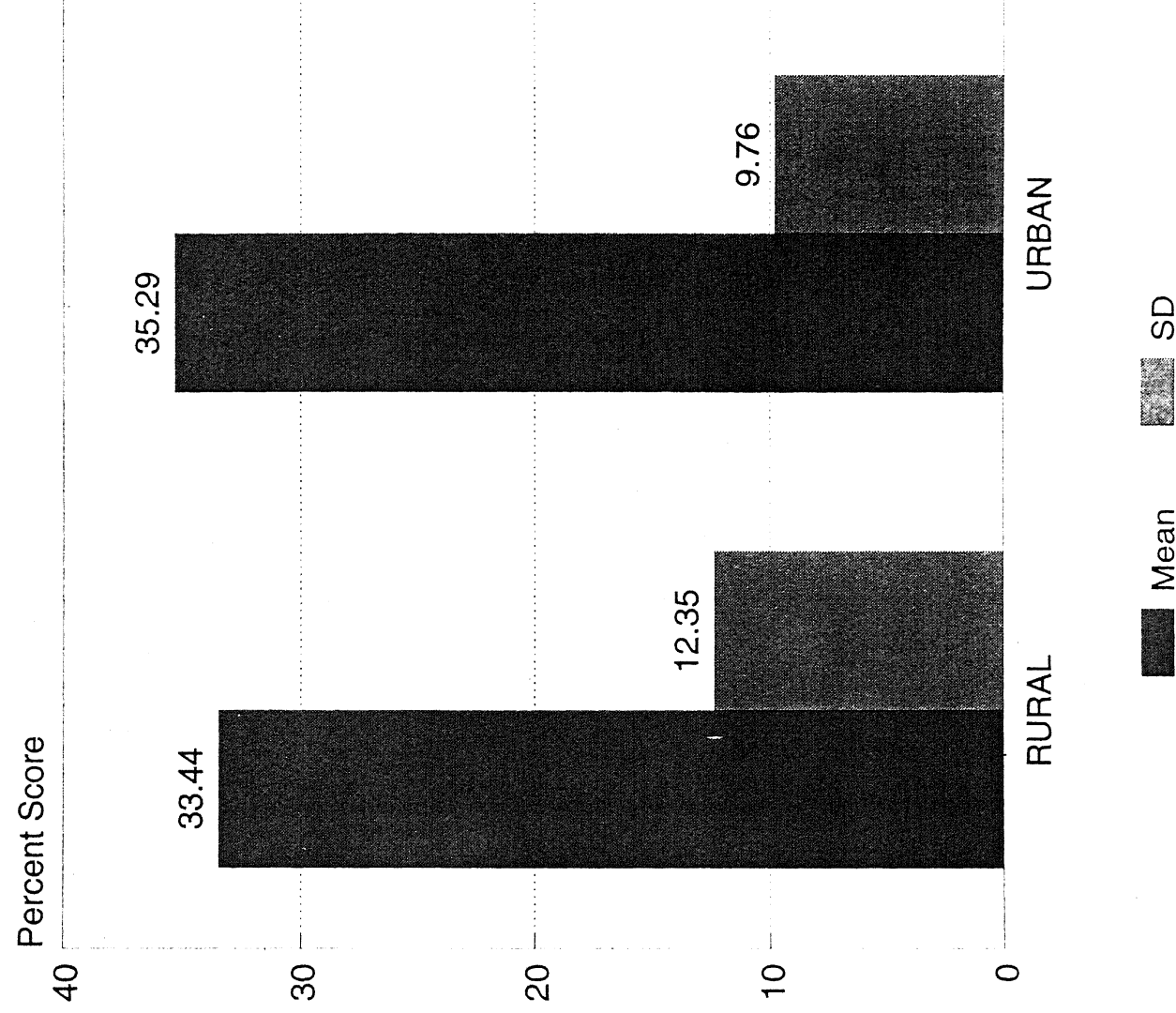
**Table-4.4:** Mean score of class-V students in language by location

	RURAL		URBAN		TOTAL	
	MEAN	SD	MEAN	SD	MEAN	SD
MARKS (%)	33.44 (39.80)	12.35	35.29 (42.00)	09.76	33.76 (40.20)	12.13

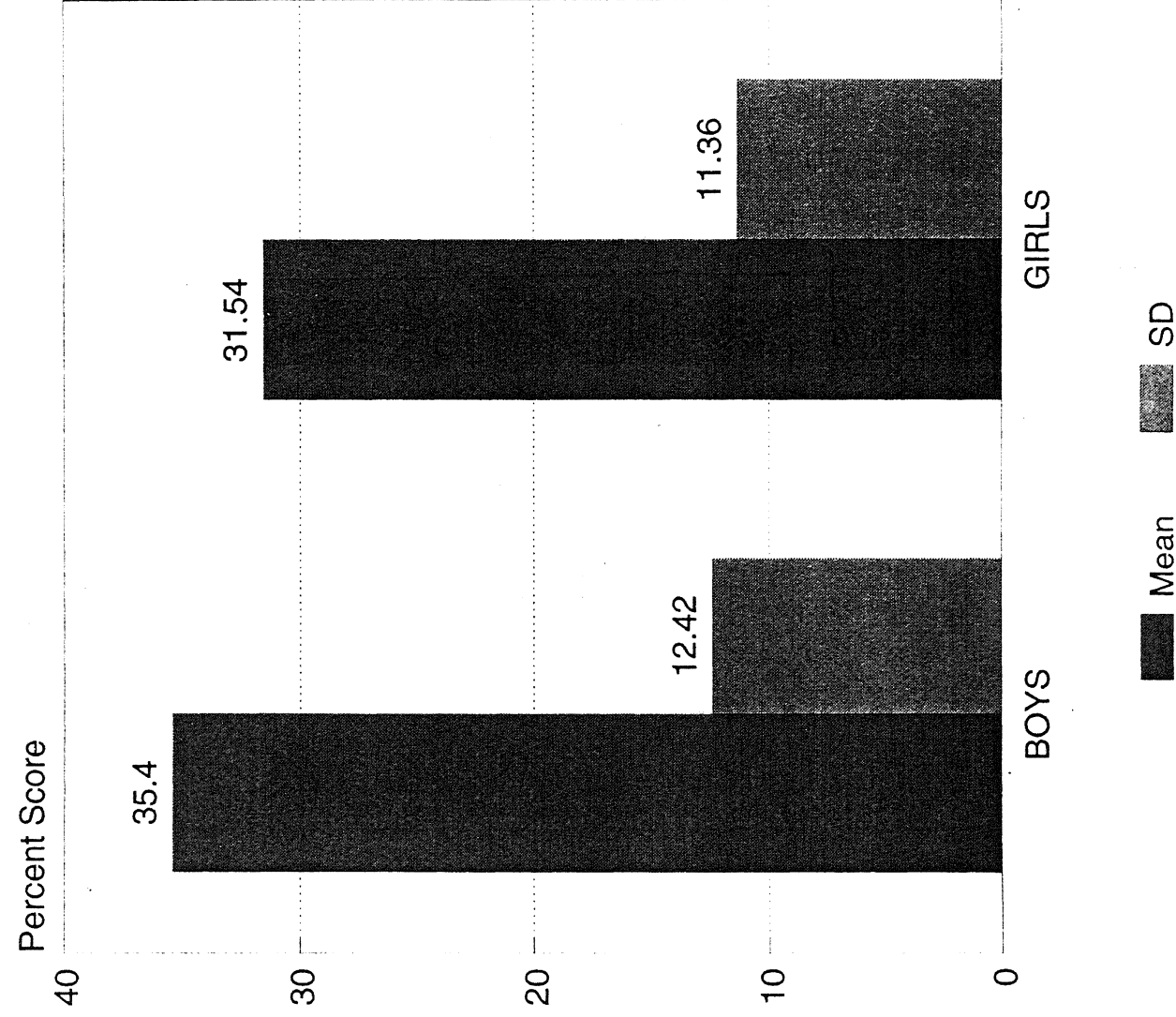
**Table-4.5:** Mean score of class-V students in language by gender

	BOYS		GIRLS		TOTAL	
	MEAN	SD	MEAN	SD	MEAN	SD
MARKS (%)	35.40 (42.10)	12.42	31.54 (37.50)	11.36	33.76 (40.20)	12.13

#### 4.1 Class-V achievent in language by location



# 4.2 Class-V achievement in language by gender



**Table-4.6:** Mean score of class-V students in language by caste

	SC/ST		OBC		OTHERS		TOTAL	
	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD
MARKS (%)	31.36 (37.33)	09.35	34.07 (40.56)	11.89	35.35 (42.08)	14.18	33.76 (40.20)	12.13

**Table-4.7:** Mean score of class-V students in language by gender and location

	RURAL		URBAN	
	MEAN	SD	MEAN	SD
BOYS (%)	35.32 (42.05)	12.76	35.84 (42.67)	10.45
GIRLS (%)	30.74 (36.60)	11.76	30.77 (36.63)	09.02
TOTAL (%)	33.44 (39.80)	12.35	35.29 (42.00)	09.76

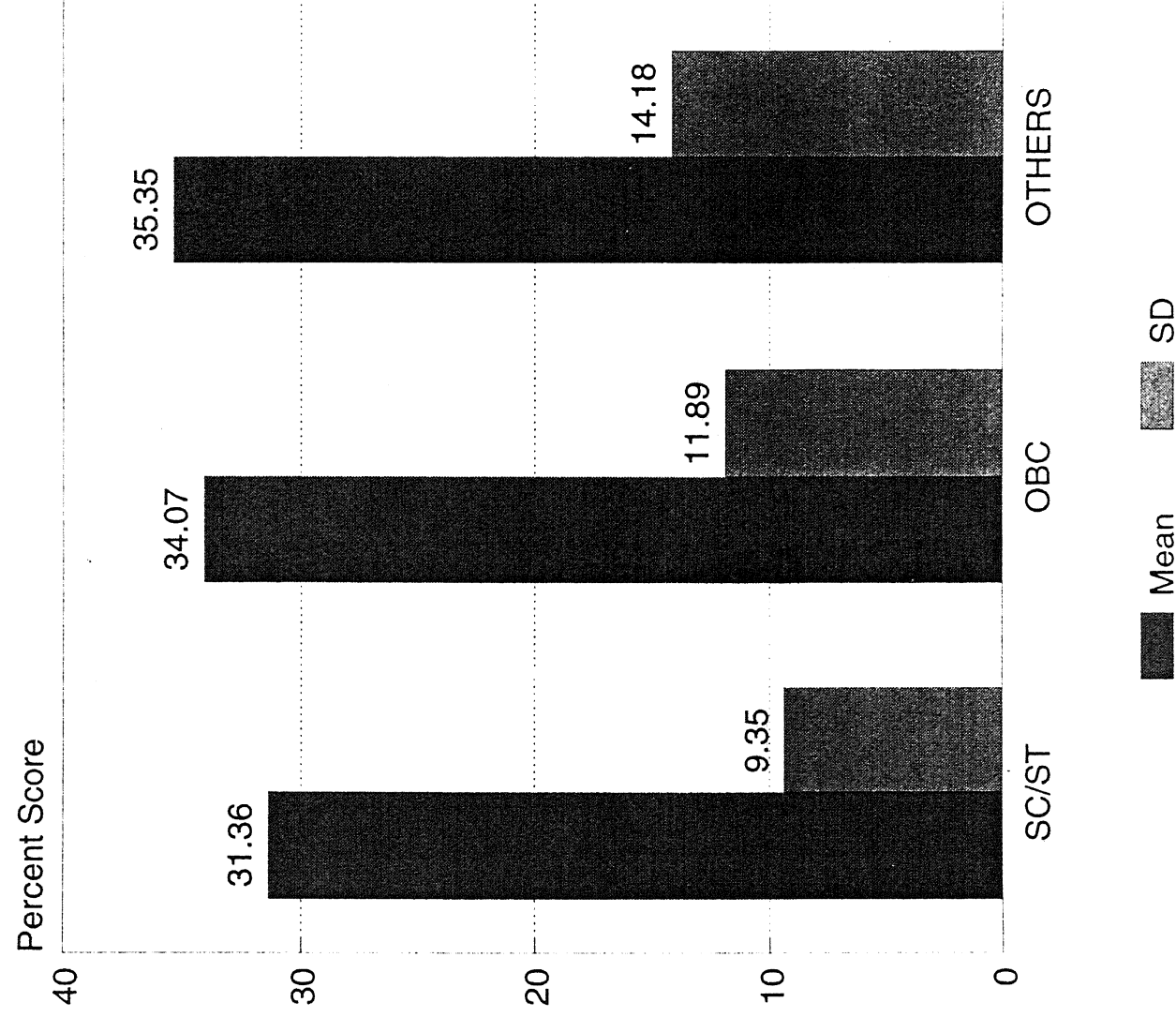
**Table-4.8:** Statistical significance of difference in the mean score of class-V students in language by location

RURAL	URBAN		DIFFERENCE IN MEAN SIGNIFICANCE
MEAN SD	MEAN	SD	
33.44 12.35	35.29	09.76	NO

**Table-4.9:** Statistical significance of difference in the mean score of class-V students in language by gender

BOYS	GIRLS		DIFFERENCE IN MEAN SIGNIFICANCE
MEAN SD	MEAN	SD	
35.40 12.42	31.54	11.36	YES

### 4.3 Class-V achievent in language by caste



**Table-4.10:** Statistical significance of difference in the mean score of class-V students in language by caste

SC/ST		OBC		DIFF. IN MEAN		OBC		DIFF. IN MEAN		OTHERS		SC/ST		OTHERS		DIFF. IN MEAN	
MEAN		SD		SIG.		MEAN		SIG.		MEAN		SD		MEAN		SD	
31.36	09.35	34.07	11.89	YES		34.07	11.89	YES		35.35	14.18	31.36	09.35	35.35	14.18	YES	

**Table-4.11:** Distribution of class-V students by levels of achievement in language by location, gender and caste

LEVELS	LOCATION			GENDER			CASTE			
	RURAL	URBAN	TOTAL	BOYS	GIRLS	TOTAL	SC/ST	OBC	OTHERS	TOTAL
ZERO (%)	0 00.00	0 00.00	0 00.00	0 00.00	0 00.00	0 00.00	0 00.00	0 00.00	0 00.00	0 00.00
BELOW MLL (%)	355 63.30	62 52.10	417 61.32	218 55.75	199 68.86	417 61.32	117 68.42	190 61.09	110 55.56	417 61.32
MLL (%)	148 26.40	47 39.50	195 28.68	125 31.97	70 24.22	195 28.68	46 29.90	87 27.98	62 31.31	195 28.68
NEAR MASTERY (%)	45 08.00	9 07.60	54 07.94	37 09.46	17 05.89	54 07.94	8 04.68	29 09.32	17 08.59	54 07.94
MASTERY (%)	13 02.30	1 00.80	14 02.06	11 02.81	3 01.03	14 02.06	0 00.00	5 01.61	9 04.54	14 02.06
TOTAL (%)	561 100.00	119 100.00	680 100.00	391 100.00	289 100.00	680 100.00	171 100.00	311 100.00	198 100.00	680 100.00

**Table-4.11A:** Distribution of class-V students by levels of achievement in language by gender and location

LEVEL	RURAL			URBAN		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
ZERO	0	0	0	0	0	0
(%)	00.00	00.00	00.00	00.00	00.00	00.00
BELOW MLL	186	169	355	32	30	62
(%)	56.40	73.20	63.30	52.50	51.70	52.10
MLL	102	46	148	23	24	47
(%)	30.90	19.90	26.40	37.70	41.40	39.50
NEAR MASTERY	32	13	45	5	4	9
(%)	09.70	05.60	08.00	08.20	06.90	07.60
MASTERY	10	3	13	1	0	1
(%)	03.00	01.30	02.30	01.60	00.00	00.80
TOTAL	330	231	561	61	58	119
(%)	100.00	100.00	100.00	100.00	100.00	100.00

**Table-4.11B:** Distribution of class-V students by levels of achievement in language by location

LEVELS	WORD MEANING			READING COMPREHENSION		
	RURAL	URBAN	TOTAL	RURAL	URBAN	TOTAL
ZERO (%)	1	1	2	7	0	7
	00.20	00.80	00.30	01.20	00.00	01.00
BELOW MLL (%)	133	17	150	421	79	500
	23.70	14.30	22.10	75.00	66.40	73.50
MLL (%)	309	77	386	74	31	105
	55.10	64.70	56.80	13.20	26.10	15.40
NEAR MASTERY (%)	97	22	119	44	8	52
	17.30	18.50	17.50	07.80	06.70	07.60
MASTERY (%)	21	2	23	15	1	16
	03.70	01.70	03.40	02.70	00.80	02.40
TOTAL (%)	561	119	680	561	119	680
	100.00	100.00	100.00	100.00	100.00	100.00

**Table-4.11C:** Distribution of class-V students by levels of achievement in language by gender

LEVELS	WORD MEANING			READING COMPREHENSION		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
ZERO (%)	0	2	2	5	2	7
	00.00	00.70	00.30	01.30	00.70	01.00
BELOW MLL (%)	73	77	150	277	223	500
	18.70	26.60	22.10	70.80	77.20	73.50
MLL (%)	219	167	386	62	43	105
	56.00	57.80	56.80	15.90	14.90	15.40
NEAR MASTERY (%)	83	36	119	34	18	52
	21.20	12.50	17.50	08.70	06.20	07.60
MASTERY (%)	16	7	23	13	3	16
	04.10	02.40	03.40	03.30	01.00	02.40
TOTAL (%)	391	289	680	391	289	680
	100.00	100.00	100.00	100.00	100.00	100.00

**Table-4.11D:** Distribution of class-V students by levels of achievement in language by caste

LEVELS	WORD MEANING				READING COMPREHENSION			
	SC/ST	OBC	OTHERS	TOTAL	SC/ST	OBC	OTHERS	TOTAL
ZERO (%)	0	1	1	2	4	0	3	7
	00.00	00.30	00.50	00.30	02.30	00.00	01.50	01.00
BELOW MLL (%)	40	68	42	150	136	226	138	500
	23.40	21.90	21.20	22.10	79.50	72.70	69.70	73.50
MLL (%)	105	174	107	386	25	49	31	105
	61.40	55.90	54.00	56.80	14.60	15.80	15.70	15.40
NEAR MASTERY (%)	24	60	35	119	6	30	16	52
	14.00	19.30	17.70	17.50	03.50	09.60	08.10	07.60
MASTERY (%)	2	8	13	23	0	6	10	16
	01.20	02.60	06.60	03.40	00.00	01.90	05.10	02.40
TOTAL (%)	171	311	198	680	171	311	198	680
	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

**Table-4.12:** Mean score of class-V students in language by location

AREA	RURAL		URBAN		TOTAL	
	MEAN	SD	MEAN	SD	MEAN	SD
WORD MEANING (Max. Marks 40) (%)	19.94 (49.89)	06.65	20.29 (50.73)	06.05	20.00 (50.00)	06.54
READING COMPREHENSION (Max. Marks 44) (%)	13.49 (30.66)	07.67	14.99 (34.07)	06.07	13.76 (31.27)	07.44

**Table-4.13:** Mean score of class-V students in language by gender and caste

AREA	BOYS		GIRLS		SC/ST		OBC		OTHERS	
	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD
WORD MEANING (Max. Marks 40) (%)	20.93 (52.32)	06.38	18.76 (46.90)	06.56	19.51 (48.78)	05.87	19.99 (49.98)	06.34	20.46 (51.15)	07.36
READING COMPREHENSION (Max. Marks 44) (%)	14.48 (32.91)	07.74	12.78 (29.05)	06.90	11.85 (26.93)	05.96	14.08 (32.00)	07.39	14.89 (33.84)	08.32



**Table-4.14:** Mean score of class-V students in mathematics by location

	RURAL		URBAN		TOTAL	
	MEAN	SD	MEAN	SD	MEAN	SD
MARKS (%)	12.31 (30.80)	05.85	11.50 (28.70)	04.86	12.17 (30.40)	05.70

**Table-4.15:** Mean score of class-V students in mathematics by gender

	BOYS		GIRLS		TOTAL	
	MEAN	SD	MEAN	SD	MEAN	SD
MARKS (%)	12.74 (31.90)	05.96	11.39 (28.50)	05.23	12.17 (30.40)	05.70

**Table-4.16:** Mean score of class-V student in mathematics by caste

	SC/ST		OBC		OTHER		TOTAL	
	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD
MARKS (%)	11.24 (28.10)	05.68	12.50 (31.25)	05.40	12.45 (31.13)	06.09	12.17 (30.40)	05.70

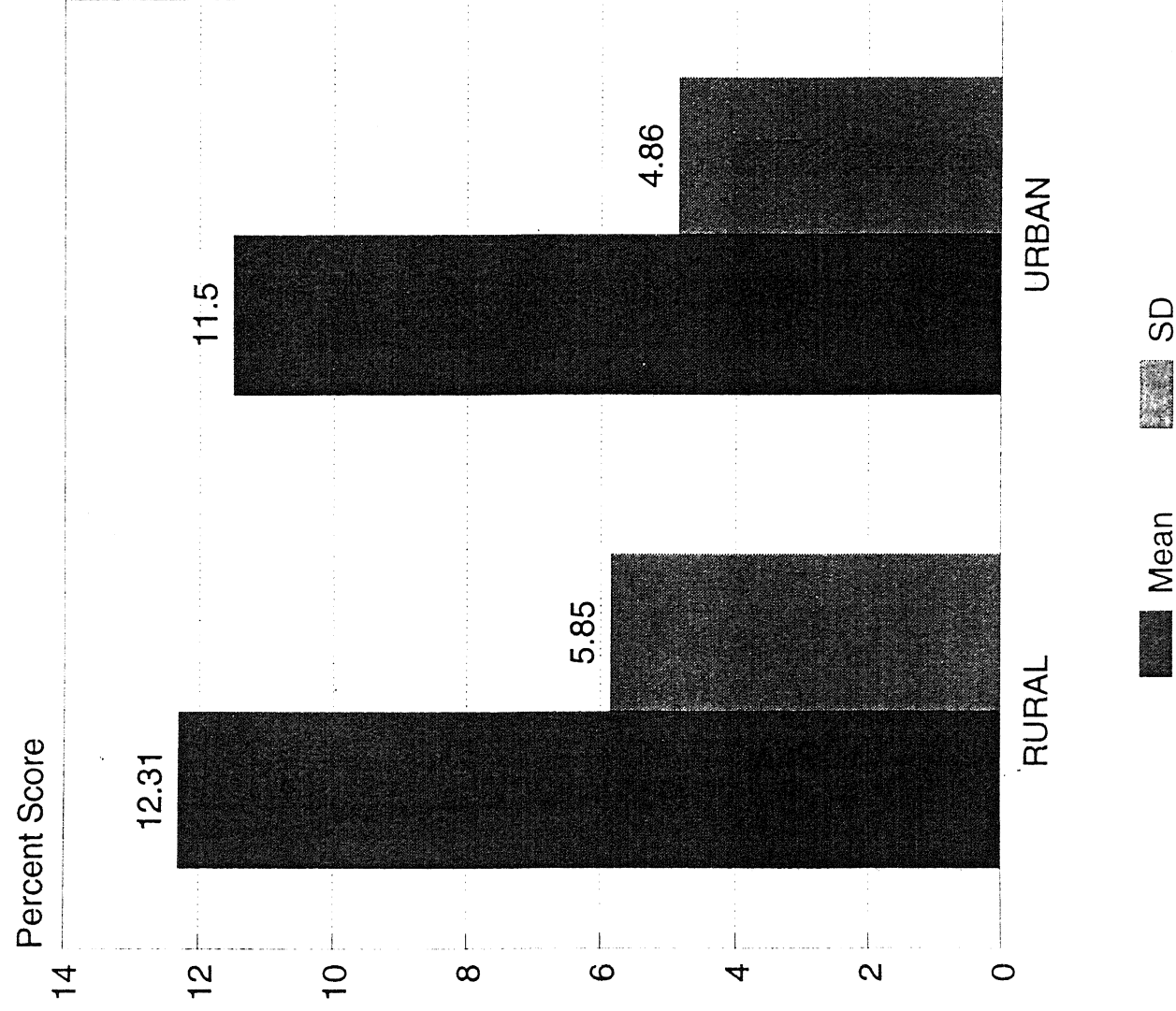
**Table-4.17:** Mean score of class-V students in mathematics by gender and location

AREA	RURAL		URBAN	
	MEAN	SD	MEAN	SD
BOYS (%)	12.87 (32.18)	06.09	12.05 (30.13)	05.15
GIRLS (%)	11.50 (28.75)	05.40	10.93 (27.33)	04.51
TOTAL (%)	12.31 (30.80)	05.85	11.50 (28.70)	04.86

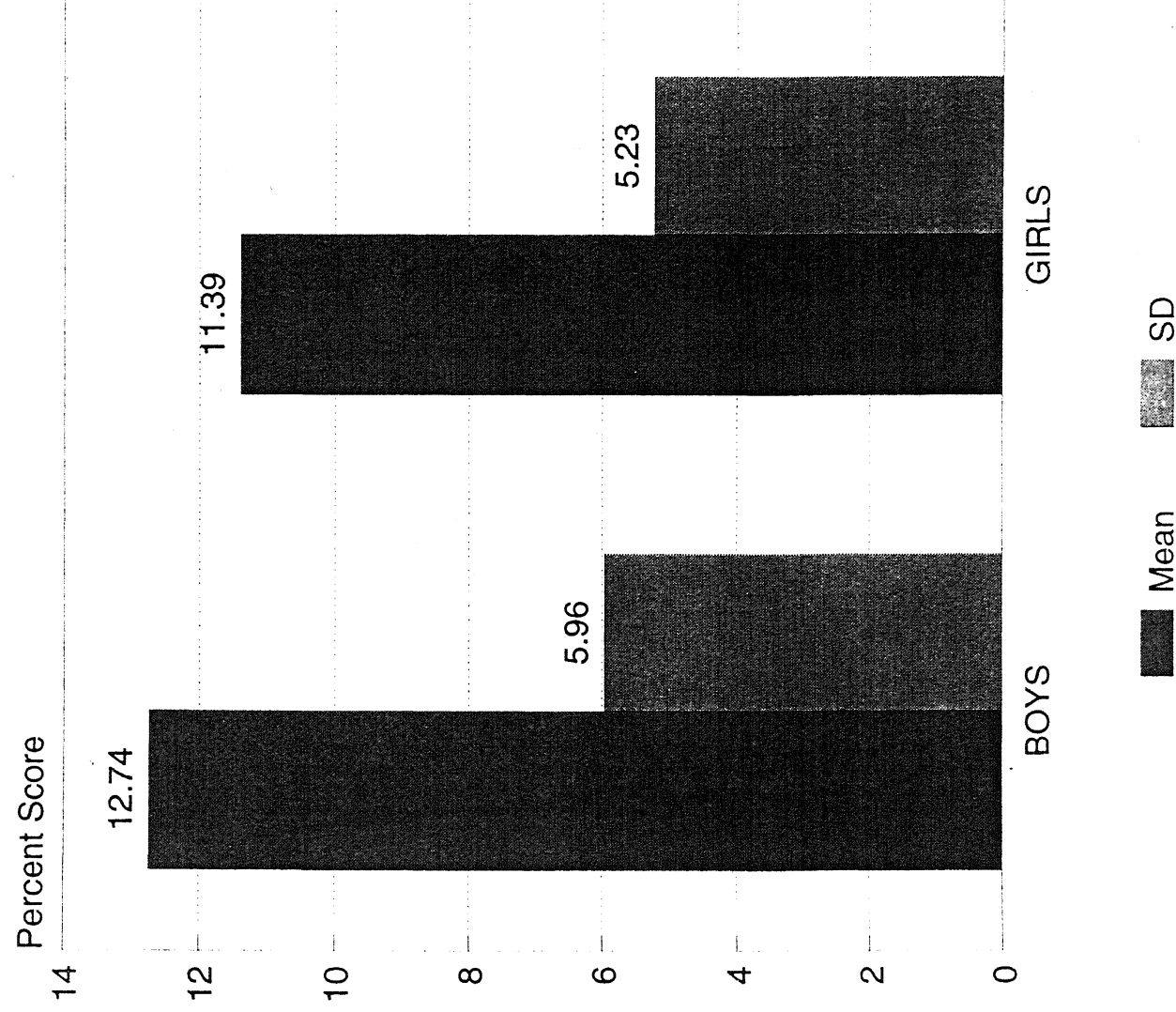
**Table-4.18:** Statistical significance of difference in the mean score of class-V students in mathematics by location

RURAL	URBAN		DIFFERENCE IN MEAN SIGNIFICANCE
	MEAN	SD	
12.31	05.85	11.50 04.86	NO

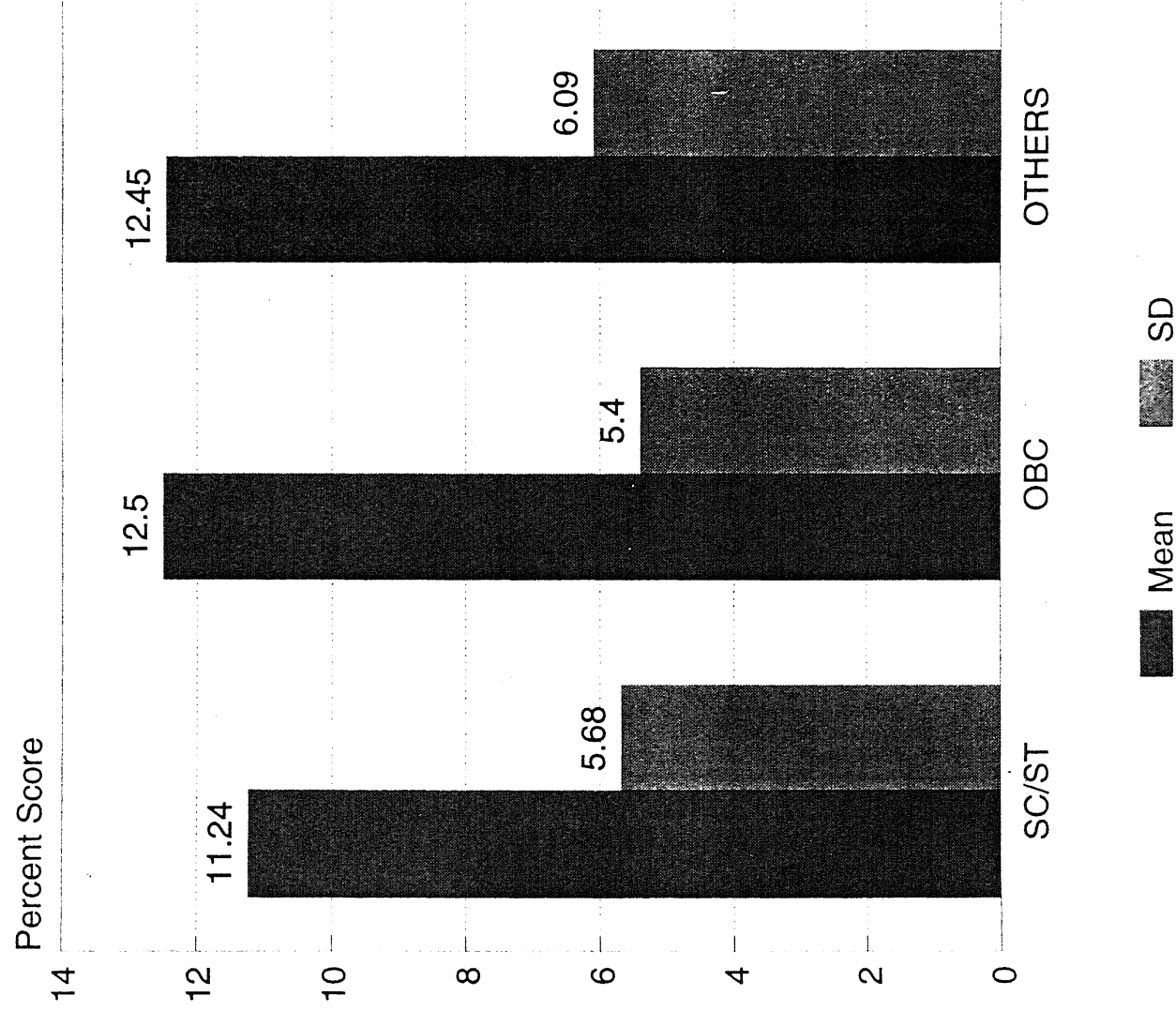
#### 4.4 Class-V achievent in mathematics by location



### 4.5 Class-V achievement in mathematics by gender



#### 4.6 Class-V achievent in mathematics by caste



**Table-4.19:** Statistical significance of difference in the mean score of class-V students in mathematics by gender

BOYS		GIRLS		DIFFERENCE IN MEAN SIGNIFICANCE
MEAN	SD	MEAN	SD	
12.74	05.96	11.39	05.23	YES

**Table-4.20:** Statistical significance of difference in the mean score of class-V students in mathematics by caste

SC/ST	OBC	DIFF.IN		OTHERS		SC/ST		OTHERS		DIFF.IN	
		MEAN	SD	MEAN	SIG.	MEAN	SD	MEAN	SD	MEAN	SIG.
11.24	05.68	12.50	05.40	YES		12.50	05.40	12.45	06.09	NO	

**Table-4.21:** Mean score of class-V students in mathematics by location

CONTEXT AREA	MAXIMUM MARKS	RURAL		URBAN		TOTAL	
		MEAN	SD	MEAN	SD	MEAN	SD
ADDITION (%)	3	00.94 (31.33)	00.88	00.84 (28.00)	00.86	00.93 (31.00)	00.88
SUBTRACTION (%)	2	00.71 (35.50)	00.69	00.47 (23.50)	00.62	00.67 (33.50)	00.68
MULTIPLICATION (%)	3	00.99 (33.00)	00.92	00.87 (29.00)	00.86	00.96 (32.00)	00.91
DIVISION (%)	4	01.20 (30.00)	00.91	01.01 (25.25)	00.82	01.16 (29.00)	00.90
UNITARY METHOD (%)	1	00.32 (32.00)	00.47	00.35 (35.00)	00.48	00.33 (33.00)	00.47
FACTORS (%)	6	01.70 (28.33)	01.20	01.26 (21.00)	00.99	01.63 (27.17)	01.18
DECIMAL (%)	6	01.98 (33.00)	01.36	01.94 (32.33)	01.27	01.97 (32.83)	01.35
FRACTION (%)	7	01.93 (27.57)	01.46	02.24 (32.00)	01.37	01.99 (28.43)	01.45
TIME AND PERIOD (%)	3	00.93 (31.00)	00.90	00.96 (32.00)	00.87	00.93 (31.00)	00.89
WEIGHTS AND MEASURES (%)	3	00.91 (30.33)	00.83	00.87 (29.00)	00.86	00.90 (30.00)	00.84
GEOMETRY (%)	2	00.70 (35.00)	00.63	00.70 (35.00)	00.59	00.70 (35.00)	00.63

**Table-4.22:** Distribution of class-V students by levels of achievement in mathematics by location, gender and caste

LEVELS	LOCATION			GENDER			CASTE			
	RURAL	URBAN	TOTAL	BOYS	GIRLS	TOTAL	SC/ST	OBC	OTHERS	TOTAL
ZERO (%)	2	5	7	2	5	7	2	2	3	7
	00.40	04.20	01.00	00.51	01.73	01.00	01.17	00.64	01.51	01.00
BELOW MLL (%)	458	100	558	307	251	558	145	257	156	558
	81.60	84.00	82.10	78.52	86.85	82.10	84.80	82.64	78.79	82.10
MLL (%)	73	12	85	60	25	85	18	40	27	85
	13.00	10.10	12.50	15.35	08.65	12.50	10.53	12.86	13.64	12.50
NEAR MASTERY (%)	24	2	26	19	7	26	6	11	9	26
	04.30	01.70	03.80	04.86	02.42	03.80	03.50	03.54	04.55	03.80
MASTERY (%)	4	0	4	3	1	4	0	1	3	4
	00.70	00.00	00.60	00.76	00.35	00.60	00.00	00.32	01.51	00.60
TOTAL (%)	561	119	680	391	289	680	171	311	198	680
	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

**Table-4.22A:** Distribution of class-V students by levels of achievement in mathematics by gender and location

LEVELS	RURAL			URBAN		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
ZERO (%)	0	2	2	2	3	5
	00.00	00.90	00.40	03.30	05.20	04.20
BELOW MLL (%)	258	200	458	49	51	100
	78.20	86.60	81.60	80.30	87.90	84.00
MLL (%)	51	22	73	9	3	12
	15.50	09.50	13.00	14.80	05.20	10.10
NEAR MASTERY (%)	18	6	24	1	1	2
	05.50	02.60	04.30	01.60	01.70	01.70
MASTERY (%)	3	1	4	0	0	0
	00.90	00.40	00.70	00.00	00.00	00.00
TOTAL (%)	330	231	561	61	58	119
	100.00	100.00	100.00	100.00	100.00	100.00

**Table-4.22:** Distribution of class-V students by levels of achievement in mathematics by location, gender and caste

LEVELS	LOCATION			GENDER			CASTE			
	RURAL	URBAN	TOTAL	BOYS	GIRLS	TOTAL	SC/ST	OBC	OTHERS	TOTAL
ZERO (%)	2	5	7	2	5	7	2	2	3	7
	00.40	04.20	01.00	00.51	01.73	01.00	01.17	00.64	01.51	01.00
BELOW MLL (%)	458	100	558	307	251	558	145	257	156	558
	81.60	84.00	82.10	78.52	86.85	82.10	84.80	82.64	78.79	82.10
MLL (%)	73	12	85	60	25	85	18	40	27	85
	13.00	10.10	12.50	15.35	08.65	12.50	10.53	12.86	13.64	12.50
NEAR MASTERY (%)	24	2	26	19	7	26	6	11	9	26
	04.30	01.70	03.80	04.86	02.42	03.80	03.50	03.54	04.55	03.80
MASTERY (%)	4	0	4	3	1	4	0	1	3	4
	00.70	00.00	00.60	00.76	00.35	00.60	00.00	00.32	01.51	00.60
TOTAL (%)	561	119	680	391	289	680	171	311	198	680
	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

**Table-4.22A:** Distribution of class-V students by levels of achievement in mathematics by gender and location

LEVELS	RURAL			URBAN		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
ZERO (%)	0	2	2	2	3	5
	00.00	00.90	00.40	03.30	05.20	04.20
BELOW MLL (%)	258	200	458	49	51	100
	78.20	86.60	81.60	80.30	87.90	84.00
MLL (%)	51	22	73	9	3	12
	15.50	09.50	13.00	14.80	05.20	10.10
NEAR MASTERY (%)	18	6	24	1	1	2
	05.50	02.60	04.30	01.60	01.70	01.70
MASTERY (%)	3	1	4	0	0	0
	00.90	00.40	00.70	00.00	00.00	00.00
TOTAL (%)	330	231	561	61	58	119
	100.00	100.00	100.00	100.00	100.00	100.00

# CLASS-II

**Table-4.23:** Distribution of class-II students having pre-schooling training by location

PRE-SCHOOL TRAINING	RURAL	URBAN	TOTAL
ATTENDED (%)	33 (06.70)	0 (00.00)	33 (05.70)
NOT ATTENDED (%)	460 (93.30)	90 (100.00)	550 (94.30)
TOTAL (%)	493 (100.00)	90 (100.00)	583 (100.00)

**Table-4.23A:** Mean score of class-II students in language by location

AREA	MAXIMUM MARKS	RURAL		URBAN		TOTAL	
		MEAN	SD	MEAN	SD	MEAN	SD
LETTER READING (%)	10	06.66 (66.60)	02.97	07.03 (70.30)	02.43	06.72 (67.20)	02.89
WORD READING (%)	10	03.28 (32.80)	04.02	03.34 (33.40)	03.65	03.29 (32.90)	03.96
TOTAL LANGUAGE (%)	20	09.94 (49.70)	06.09	10.37 (51.85)	05.27	10.01 (50.05)	05.97

**Table-4.24:** Mean score of class-II student in language by gender

AREA	MAXIMUM MARKS	BOYS		GIRLS		TOTAL	
		MEAN	SD	MEAN	SD	MEAN	SD
LETTER READING (%)	10	06.71 (67.10)	02.88	06.73 (67.30)	02.92	06.72 (67.20)	02.89
WORD READING (%)	10	03.13 (31.30)	03.90	03.51 (35.10)	04.04	03.29 (32.90)	03.96
TOTAL LANGUAGE (%)	20	09.84 (49.20)	05.85	10.24 (51.20)	06.14	10.01 (50.05)	05.97



**Table-4.25:** Mean score of class-II student in language by caste

AREA	MAXIMUM MARKS	SC/ST		OTHERS		TOTAL	
		MEAN	SD	MEAN	SD	MEAN	SD
LETTER READING (%)	10	06.55 (65.50)	03.12	06.79 (67.90)	02.80	06.72 (67.20)	02.89
WORD READING (%)	10	02.99 (29.90)	03.66	03.41 (34.10)	04.08	03.29 (32.90)	03.96
TOTAL LANGUAGE (%)	20	09.54 (47.70)	05.90	10.20 (51.00)	06.00	10.01 (50.05)	05.97

**Table-4.26:** Distribution of class-II students by levels of achievement in language by location, gender and caste

LEVELS	LOCATION		GENDER		CASTE	
	RURAL	URBAN	BOYS	GIRLS	SC/ST	OTHERS
ZERO (%)	51	7	31	27	22	36
	10.30	07.80	09.20	10.90	12.90	08.70
BELOW MLL (%)	175	28	118	85	56	147
	35.50	31.10	35.10	34.40	32.70	35.70
MLL (%)	101	28	84	45	41	88
	20.50	31.10	25.00	18.20	24.00	21.40
NEAR MASTERY (%)	50	12	32	30	21	41
	10.10	13.30	09.50	12.10	12.30	10.00
MASTERY (%)	116	15	71	60	31	100
	23.50	16.70	21.10	24.30	18.10	24.30
TOTAL (%)	493	90	336	247	171	412
	100.00	100.00	100.00	100.00	100.00	100.00

**Table-4.27:** Mean score of class-II students in mathematics by location

AREA	MAX. MARKS	RURAL		URBAN		TOTAL	
		MEAN	SD	MEAN	SD	MEAN	SD
NUMBER RECOGNITION (%)	6	01.86 (31.00)	02.22	02.53 (42.17)	02.19	01.92 (32.00)	02.22
	4	00.72 (18.00)	01.37	01.08 (27.00)	01.41	00.73 (18.25)	01.39
SUBTRACTION (%)	4	00.76 (19.00)	01.48	01.28 (32.00)	01.71	00.78 (19.50)	01.51
	14	03.35 (23.93)	04.68	04.89 (34.93)	04.74	03.42 (24.43)	04.68

**Table-4.28:** Mean score of class-II student in mathematics by gender

AREA	MAX. MARKS	BOYS		GIRLS		TOTAL	
		MEAN	SD	MEAN	SD	MEAN	SD
NUMBER RECOGNITION (%)	6	01.81 (30.17)	02.16	02.06 (34.33)	02.30	01.92 (32.00)	02.22
ADDITION (%)	4	00.69 (17.25)	01.36	00.78 (19.50)	01.44	00.73 (18.25)	01.39
SUBTRACTION (%)	4	00.71 (17.75)	01.48	00.86 (21.50)	01.56	00.78 (19.50)	01.51
TOTAL MATHS (%)	14	03.21 (22.93)	04.55	03.70 (26.43)	04.85	03.42 (24.43)	04.68

**Table-4.29:** Mean score of class-II students in mathematics by caste

AREA	MAX. MARKS	SC/ST		OTHERS		TOTAL	
		MEAN	SD	MEAN	SD	MEAN	SD
NUMBER RECOGNITION (%)	6	01.73 (28.83)	02.16	01.99 (33.17)	02.24	01.92 (32.00)	02.22
ADDITION (%)	4	00.31 (07.75)	01.40	00.73 (18.25)	01.39	00.73 (18.25)	01.39
SUBTRACTION (%)	4	00.72 (18.00)	01.49	00.80 (20.00)	01.53	00.78 (19.50)	01.51
TOTAL MATHS (%)	14	03.16 (22.57)	04.69	03.52 (25.14)	04.68	03.42 (24.43)	04.68

**Table-4.30:** Distribution of class-II students by levels of achievement in mathematics by location, gender and caste

LEVELS	LOCATION		GENDER		CASTE	
	RURAL	URBAN	BOYS	GIRLS	SC/ST	OTHERS
ZERO (%)	374	59	254	179	132	301
	75.90	65.60	75.60	72.50	77.20	73.10
BELOW MLL (%)	46	7	28	25	11	42
	09.30	07.80	08.30	10.10	06.40	10.20
MLL (%)	73	24	54	43	28	69
	14.80	26.70	16.10	17.40	16.40	16.70
NEAR MASTERY (%)	0	0	0	0	0	0
	00.00	00.00	00.00	00.00	00.00	00.00
MASTERY (%)	0	0	0	0	0	0
	00.00	00.00	00.00	00.00	00.00	00.00
TOTAL (%)	493	90	336	247	171	412
	100.00	100.00	100.00	100.00	100.00	100.00

**Table-4.31:** Distribution of dropout by location, gender and caste

	LOCATION		GENDER		CASTE	
	RURAL	URBAN	BOYS	GIRLS	SC/ST	OTHERS
No.	90	14	54	50	41	38
(%)	86.50	13.50	51.90	48.10	39.40	36.50
					104	25
					100.00	24.00
					100.00	100.00

**Table-4.32:** Distribution of dropouts by class

CLASS	RURAL	URBAN	TOTAL
3rd (%)	28 (31.10)	7 (50.00)	35 (34.00)
4th (%)	34 (37.80)	7 (50.00)	41 (39.40)
5th (%)	28 (31.10)	0 (00.00)	28 (26.90)
TOTAL (%)	90 (86.50)	14 (13.50)	104 (100.00)

**Table-4.33:** Distribution of dropout students doing paid work

	BOYS	GIRLS	TOTAL
No.	12	3	15
(%)	(22.20)	(06.00)	(14.40)

**Table-4.34:** Distribution of dropout students engaged in different occupations

OCCUPATION	BOYS	GIRLS	TOTAL
FACTORY WORK	0	0	0
(%)	(00.00)	(00.00)	(00.00)
HOUSEHOLD INDUSTRY/ARTISAN WORK	0	0	0
(%)	(00.00)	(00.00)	(00.00)
AGRICULTURAL WORK	3	3	6
(%)	(25.00)	(100.00)	(40.00)
SERVICES DOMESTIC/SHOP/HATERS Etc.	2	0	2
(%)	(16.70)	(00.00)	(13.30)
OTHERS	7	0	7
(%)	(58.30)	(00.00)	(46.70)
TOTAL	12	3	15
(%)	(100.00)	(100.00)	(100.00)

**Table-4.35:** Distribution of dropout by levels of achievements in language

LEVELS	BOYS	GIRLS	TOTAL
ZERO	41	38	79
(%)	(75.90)	(76.00)	(76.00)
BELOW MLL	6	6	12
(%)	(11.10)	(12.00)	(11.50)
MLL	5	2	7
(%)	(09.30)	(04.00)	(06.70)
NEAR MASTERY	0	3	3
(%)	(00.00)	(06.00)	(02.90)
MASTERY	1	2	3
(%)	(03.70)	(02.00)	(02.90)
TOTAL	54	50	104
(%)	(100.00)	(100.00)	(100.00)

**Table-4.36:** Distribution of dropout by levels of achievements in mathematics

LEVELS	BOYS	GIRLS	TOTAL
ZERO (%)	34 (63.00)	31 (62.00)	65 (62.50)
BELOW MLL (%)	12 (22.20)	15 (30.00)	27 (26.00)
MLL (%)	5 (09.30)	3 (06.00)	8 (07.70)
NEAR MASTERY (%)	1 (01.90)	0 (00.00)	1 (01.00)
MASTERY (%)	2 (03.70)	1 (02.00)	3 (02.90)
TOTAL (%)	54 (100.00)	50 (100.00)	104 (100.00)

**Table-4.37:** Reasons of discontinuance of studies by dropouts

REASONS	BOYS	GIRLS	TOTAL
PARENTS DO NOT WANT (%)	3 (05.60)	2 (04.00)	5 (04.80)
HAVE TO ASSIST IN HOUSEHOLD (%)	19 (35.20)	18 (36.00)	37 (35.60)
WILL HAVE TO EARN A LIVING (%)	7 (13.00)	2 (04.00)	9 (08.70)
TRAINING IN HOUSEHOLD ENTERPRISE (%)	1 (01.90)	0 (00.00)	1 (01.00)
STUDIES TOO DIFFICULT (%)	10 (18.50)	14 (28.00)	24 (23.10)
CAN NOT AFFORD TEXTBOOK/NOTEBOOKS (%)	6 (11.10)	7 (14.00)	13 (12.50)
ILLNESS/NOT KEEPING WELL (%)	4 (07.40)	4 (08.00)	8 (07.70)
WILL GET MARRIED (%)	0 (00.00)	0 (00.00)	0 (00.00)
FAILURE/DID NOT LEARN ANYTHING (%)	0 (00.00)	0 (00.00)	0 (00.00)
TEACHERS NOT CO-OPERATIVE (%)	3 (05.60)	0 (00.00)	3 (02.90)
SCHOOL TOO FAR (%)	0 (00.00)	0 (00.00)	0 (00.00)
OTHERS (%)	1 (01.90)	3 (06.00)	4 (03.80)
TOTAL (%)	54 (100.00)	50 (100.00)	104 (100.00)

**Table-4.38:** Age profile of class-V students

AGE IN YEAR	BOYS	GIRLS	TOTAL
8 (%)	0 (00.00)	0 (00.00)	0 (00.00)
9 (%)	78 (19.90)	25 (08.70)	103 (15.10)
10 (%)	184 (47.10)	150 (51.90)	334 (49.10)
11 (%)	93 (23.80)	86 (29.80)	179 (26.30)
12 AND ABOVE (%)	36 (09.20)	28 (09.60)	64 (09.50)
TOTAL (%)	391 (100.00)	289 (100.00)	680 (100.00)

**Table-4.39:** Distribution of class-V students according to father's main occupation

OCCUPATION	RURAL	URBAN	TOTAL
AGRICULTURE (%)	260 (46.35)	18 (15.13)	278 (40.88)
NON AGRICULTURE (%)	301 (53.65)	101 (84.87)	402 (59.12)
TOTAL (%)	561 (100.00)	119 (100.00)	680 (100.00)

**Table-4.40:** Distribution of class-V students according to mother's main occupation

OCCUPATION	RURAL	URBAN	TOTAL
HOUSE WIFE (%)	522 (93.05)	113 (94.96)	635 (93.38)
AGRICULTURE (%)	5 (00.89)	1 (00.84)	6 (00.88)
NON AGRICULTURE (%)	34 (06.06)	5 (04.20)	39 (05.74)
TOTAL (%)	561 (100.00)	119 (100.00)	680 (100.00)

**Table-4.41:** Distribution of sample students by level of parental education

	FATHER	MOTHER
ILLITERATE (%)	162 (23.80)	375 (55.10)
UP TO PRIMARY (%)	161 (23.70)	152 (22.40)
AND ABOVE (%)	357 (52.50)	153 (22.50)
TOTAL (%)	680 (100.00)	680 (100.00)

**Table-4.42:** Distribution of sample students, parents not living with family

	FATHER		MOTHER	
	RURAL	URBAN TOTAL	RURAL	URBAN TOTAL
WHOLE YEAR (%)	43 07.70	3 02.50 46 06.80	23 04.10	3 02.50 26 03.80
SOMETIME (%)	24 04.30	1 00.80 25 03.70	0 00.00	0 00.00 0 00.00
NEVER (%)	468 83.40	114 95.80 582 85.60	538 95.90	116 97.50 654 96.20

**Table-4.43:** Health status of class-V students (Impairment)

IMPAIRMENT	No.	(%)
VISION	1	00.10
HEARING	3	00.40
SPEECH	1	00.10
LIMBS	8	01.20
OTHERS	2	00.30
TOTAL	15	02.20
TOTAL N =	680	

**Table-4.44:** Health status of class-V students

ILLNESS	No.	(%)
FEVER	2	00.30
COUGH AND COLD	0	00.00
DIARRHOEA	1	00.10
SKIN DISEASE	2	00.30
OTHERS	8	01.20
TOTAL	13	01.90
TOTAL N =	680	

**Table-4.45:** Distribution of class-V students engaged in part-time paid work

	BOYS	GIRLS	TOTAL
No. (%)	1 (00.26)	0 (00.00)	1 (00.15)

**Table-4.45A:** Nature of paid work

	No.	(%)
AGRICULTURE	0	00.00
OTHER	1	00.15

**Table-4.46:** Pupils response to the question "does your teacher give you homework ?" by location

	LANGUAGE			MATHEMATICS		
	RURAL	URBAN	TOTAL	RURAL	URBAN	TOTAL
REGULARLY (%)	215 38.30	31 26.10	246 36.18	209 37.30	28 23.50	237 34.85
SOMETIME (%)	282 50.30	66 55.50	348 51.17	313 55.80	72 60.50	385 56.62
NEVER (%)	64 11.40	22 18.50	86 12.65	39 07.00	19 16.00	58 08.53
TOTAL (%)	561 100.00	119 100.00	680 100.00	561 100.00	119 100.00	680 100.00



**Table-4.47:** Distribution of class-V students reporting home work and correction home work by location

INSTRUCTION	HOME WORK GIVEN		CORRECTION OF HOME WORK	
	RURAL	URBAN	RURAL	URBAN
REGULARLY (%)	239 46.60	31 26.10	298 53.10	54 45.40
SOME TIME (%)	286 51.00	69 58.00	215 38.30	45 37.80
NEVER (%)	36 06.40	19 19.00	12 02.13	1 00.80
				13 01.91

**Table-4.48:** Distribution of class-V students reporting having class-tests in the school

	RURAL	URBAN	TOTAL
WEEKLY/MONTHLY (%)	218 (38.90)	115 (96.60)	333 (49.00)
NEVER (%)	291 (51.90)	4 (03.40)	295 (43.40)
TOTAL N =	561	119	680

**Table-4.49:** Class-V students receiving guidance from family member in after school studies by location, gender and caste

	LOCATION		GENDER		CASTE		
	RURAL	URBAN	BOYS	GIRLS	SC/ST	OBC	OTHERS
No.	228	28	146	110	47	98	111
(%)	40.64	23.53	37.30	28.10	27.50	31.50	56.10
TOTAL N=	561	119	391	289	171	311	198
							680

**Table-4.50:** Significance of difference in mean scores in language among those who received family assistance in completing home work and other students

THOSE WHO GET FAMILY ASSISTANCE	THOSE WHO DID NOT GET FAMILY ASSISTANCE		DIFFERENCE IN MEAN SIGNIFICANCE
	MEAN	SD	
35.52	13.47	32.69	11.12
			YES

**Table-4.51:** Significance of difference in mean scores in mathematics among those who received family assistance in completing home work and other students

THOSE WHO GET FAMILY ASSISTANCE		THOSE WHO DID NOT GET FAMILY ASSISTANCE		DIFFERENCE IN MEAN SIGNIFICANCE
MEAN	SD	MEAN	SD	
12.59	05.04	11.92	06.04	NO

**Table-4.52:** Distribution of class-V students reporting feedback on tests

	RURAL	URBAN	TOTAL
REGULARLY (%)	149 (55.20)	57 (49.60)	206 (53.50)
SOMETIME (%)	67 (24.80)	53 (46.10)	120 (31.20)
NEVER (%)	54 (20.00)	5 (04.30)	59 (15.30)

**Table-4.53:** Distribution of class-V students reporting class teacher's presence in the class

	RURAL	URBAN	TOTAL
REGULARLY (%)	5 (00.90)	0 (00.00)	5 (00.70)
SOMETIME (%)	538 (95.90)	118 (99.20)	656 (96.50)
NEVER (%)	18 (03.20)	1 (00.80)	19 (02.70)
TOTAL (%)	561 (100.00)	119 (100.00)	680 (100.00)

**Table-4.53A:** Distribution of class-V students reporting class teaching practices (i) Reading aloud in the classroom (ii) Dictation

	READING ALOUD			DICTATION		
	RURAL	URBAN	TOTAL	RURAL	URBAN	TOTAL
REGULARLY (%)	168 29.90	38 31.90	206 30.30	238 42.40	65 54.60	303 44.60
SOMETIME (%)	317 56.50	63 52.90	380 55.90	303 54.00	53 44.50	356 52.40
NEVER (%)	76 13.50	18 15.10	94 13.80	20 03.60	1 00.80	21 03.10
TOTAL (%)	561 100.00	119 100.00	680 100.00	561 100.00	119 100.00	561 100.00

**Table-4.54** The teaching learning process at school when the teacher is absent

SCHOOL PRACTICING NORMS	RURAL	URBAN
WE WORK ON OUR OWN (%)	54 (09.60)	24 (20.20)
A STUDENT SUPERVISOR MAINTAINED DISCIPLINE IN THE CLASS (%)	14 (02.50)	0 (00.00)
ANOTHER TEACHER TAKE THE CLASS (%)	383 (68.30)	90 (75.60)
DIFFERENT CLASSES ARE COMBINED (%)	49 (08.70)	1 (00.80)
WE PLAY OR GO HOME (%)	61 (10.90)	4 (03.40)
TOTAL (%)	561 (100.00)	119 (100.00)

**Table-4.55:** Incidence of pre-schooling training among primary school students

	RURAL	URBAN	TOTAL
BALWADI (%)	0 (00.00)	1 (00.80)	1 (00.15)
AGANWADI (%)	0 (00.00)	1 (00.80)	1 (00.15)
LKG/UKG (%)	7 (01.20)	2 (01.70)	9 (01.32)
TOTAL (%)	7 (01.25)	4 (03.36)	11 (01.62)
TOTAL N =	39	6	45

**Table-4.56:** Distribution of class-V students having text-books by location

	RURAL	URBAN	TOTAL
LANGUAGE TEXTBOOK (%)	557 (99.30)	118 (99.20)	675 (99.30)
MATHS TEXTBOOK (%)	554 (98.80)	118 (99.20)	672 (98.80)
SCIENCE TEXTBOOK (%)	527 (93.90)	118 (99.20)	645 (94.90)
SOCIAL SUB. TEXTBOOK (%)	531 (94.70)	118 (99.20)	649 (95.40)
OTHER TEXTBOOKS (%)	273 (48.70)	28 (23.50)	301 (44.30)
COPIES (%)	561 (100.00)	119 (100.00)	680 (100.00)
PENCIL/PEN (%)	561 (100.00)	119 (100.00)	680 (100.00)
TOTAL N =	561	119	680

**Table-4.57:** School with pre-school training facilities

	RURAL	URBAN	TOTAL
WITH PRE-SCHOOL (%)	0 (00.00)	0 (00.00)	0 (00.00)
WITH BALWADI/AGANWADI (%)	0 (00.00)	0 (00.00)	0 (00.00)
WITH LKG/UKG AND OTHER (%)	4 (10.30)	0 (00.00)	4 (08.90)
TOTAL N =	39	6	45

**Table-4.57A:** Distribution of sample schools by the level of highest grade

	RURAL	URBAN	TOTAL
UP TO 5th CLASS (%)	38 (97.40)	5 (83.30)	43 (95.60)
UP TO 8th CLASS (%)	38 (02.60)	5 (16.70)	43 (04.40)
UP TO 10th CLASS (%)	0 (00.00)	0 (00.00)	0 (00.00)
TOTAL (%)	39 (100.00)	6 (100.00)	45 (100.00)

**Table-4.57B:** Location of sample schools (Mean distance in km.)

NAME OF PLACE	RURAL		URBAN		TOTAL	
	MEAN	SD	MEAN	SD	MEAN	SD
NEAREST BLOCK HEAD QUARTER	11.79	08.11	04.83	03.54	10.87	07.99
NEAREST PRIMARY SCHOOL	01.87	00.86	01.00	00.00	01.76	00.86
NEAREST UPPER PRIMARY SCHOOL	03.56	03.22	01.00	00.00	03.22	03.13
NEAREST HIGH SCHOOL/ INTERMEDIATE SCHOOL	05.59	05.13	01.00	00.00	04.98	05.02
NEAREST TRADITIONAL SCHOOL	21.31	23.32	01.00	00.00	18.60	22.76
NEAREST AGANWADI, BALWADI/ NURSERY	12.49	22.73	01.00	00.00	10.95	21.49
NEAREST SANKUL SCHOOL	06.46	06.66	01.00	00.00	05.73	06.48

**Table-4.58:** Distribution of school buildings by nature of ownership

	RURAL	URBAN	TOTAL
OWN BUILDING	34	6	40
(%)	(87.10)	(100.00)	(88.90)
RENTED BUILDING	1	0	1
(%)	(02.60)	(00.00)	(02.20)
RENT FREE BUILDING	4	0	4
(%)	(10.30)	(00.00)	(08.90)
TOTAL	39	6	45
(%)	(100.00)	(100.00)	(100.00)

**Table-4.59:** Distribution of schools by number of additional rooms required

No. OF ROOMS	RURAL	URBAN	TOTAL
ZERO	3	0	3
(%)	(07.70)	(00.00)	(06.70)
ONE	0	0	0
(%)	(00.00)	(00.00)	(00.00)
TWO	10	0	10
(%)	(25.60)	(00.00)	(22.20)
THREE	17	2	19
(%)	(43.60)	(33.30)	(42.20)
FOUR	5	3	8
(%)	(12.80)	(50.00)	(17.80)
FIVE	4	1	5
(%)	(10.30)	(16.70)	(11.10)
SIX & ABOVE	0	0	0
(%)	(00.00)	(00.00)	(00.00)
TOTAL	39	6	45
(%)	(100.00)	(100.00)	(100.00)

**Table-4.60:** Basic facilities in schools

SL. NO.	ITEMS	RURAL		URBAN		TOTAL	
		No.	(%)	No.	(%)	No.	(%)
1.	MAP	27	69.20	3	50.00	30	66.70
2.	GLOBE	26	66.70	3	50.00	29	64.40
3.	CHART	25	64.10	2	33.30	27	60.00
4.	PLAYING GOODS, TOYS	26	66.70	3	50.00	29	64.40
5.	PLAYING INSTRUMENTS	26	66.70	2	33.30	28	62.20
6.	PRIMARY SCIENCE KIT	25	64.10	2	33.30	27	60.00
7.	SMALL INSTRUMENT KIT	24	61.50	2	33.30	26	57.80
8.	MATHEMATICS KIT	22	56.40	2	33.30	24	53.30
9.	DICTIONARY	26	66.70	3	50.00	29	64.40
10.	BOOKS OF CHILDREN	29	74.40	4	66.70	33	73.30
11.	NEWS PAPER/JOURNALS	15	38.50	1	16.70	16	35.60
12.	BELL	32	82.10	3	50.00	35	77.80
13.	MUSIC ITEMS	24	61.50	1	16.70	25	55.60
14.	MAT AND FURNITURE FOR						
(a)	ALL STUDENTS	16	41.00	0	00.00	16	35.60
(b)	SOME STUDENTS	8	20.50	4	66.70	12	26.70
(c)	NONE STUDENT	15	38.50	2	33.30	17	37.80
15.	CHAIR FOR ALL TEACHERS	34	87.20	3	50.00	37	82.20
16.	TABLE FOR ALL TEACHERS	31	79.50	3	50.00	34	75.60
17.	BLACK BOARD FOR ALL CLASSES	34	87.20	1	16.70	35	77.80
18.	NOTICE BOARD	4	10.30	0	00.00	4	08.90
19.	CHALK DUSTER FOR ALL CLASSES	8	20.50	0	00.00	8	17.80
20.	GLASS TUMBLERS	26	66.70	3	50.00	29	64.40
21.	DUSTBIN	21	53.80	0	00.00	21	46.70
22.	SAFE DRINKING WATER	18	46.20	3	50.00	21	46.70
23.	TOILET	6	15.40	2	33.30	8	17.80
24.	TOILET (FOR GIRLS)	5	12.80	0	00.00	5	11.10
25.	ELECTRIC CONNECTION	2	05.10	2	33.30	4	08.90
26.	PLAY GROUND	21	53.80	3	50.00	24	53.30
27.	WITH SCHOOL GROUND	19	48.70	4	66.70	23	51.10
28.	OUT SCHOOL GROUND	22	56.40	4	66.70	26	57.80
29.	YEARLY HEALTH TESTING	11	28.20	1	16.70	12	26.70
30.	IMMUNIZATION	11	28.20	23	3.30	13	28.90
31.	PRIMARY FIRST AID BOX	4	10.30	0	00.00	4	08.90

**Table-4.61:** Class-V examination results (1994)

	APPEARED IN EXAM.			EXAMINATION PASSED			TOTAL PASS (%)
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	
RURAL (%)	444 78.20	280 80.00	724 78.90	429 77.60	273 79.60	702 78.30	96.96
URBAN (%)	124 21.80	70 20.00	194 21.10	124 22.40	70 20.40	194 21.70	100.00
TOTAL (%)	568 100.00	350 100.00	918 100.00	553 100.00	343 100.00	896 100.00	97.60

**Table-4.61A:** Working teachers and vacant posts in schools as on 30th Sept. 1994-95 by location

	SANCTIONED POSTS	No. OF WORKING TEACHERS	VACANT POSTS (%)
RURAL (%)	138 (77.10)	128 (75.30)	07.30
URBAN (%)	41 (22.90)	42 (24.70)	00.00
TOTAL (%)	179 (100.00)	170 (100.00)	05.10

**Table-4.61B:** Professional training status of teachers as on 30th Sept., 1994

	MALE	FEMALE	TOTAL
UNTRAINED (%)	16 (13.10)	6 (12.50)	22 (12.90)
B.T.C./H.T.C. (%)	103 (84.40)	40 (83.30)	143 (84.10)
B. Ed. 3 2 5 (%)	(02.50)	(04.20)	(03.00)
M. Ed. (%)	0 (00.00)	0 (00.00)	0 (00.00)
TOTAL (%)	122 (100.00)	48 (100.00)	170 (100.00)

**Table-4.61C:** Qualification of teachers as on 30st Sept., 1994

	MALE	FEMALE	TOTAL
JUNIOR HIGH SCHOOL (%)	4 (03.30)	3 (06.20)	7 (04.10)
HIGH SCHOOL (%)	23 (18.90)	10 (21.00)	33 (19.04)
INTERMEDIATE (%)	56 (45.90)	22 (45.80)	78 (45.90)
GRADUATE (%)	22 (18.00)	12 (25.00)	34 (20.00)
POST GRADUATE (%)	17 (13.90)	1 (02.00)	18 (10.60)
TOTAL (%)	122 (100.00)	48 (100.00)	170 (100.00)

**Table-4.62:** Distribution of schools by number of teachers

TEACHERS IN THE SCHOOL	No. OF SCHOOLS RURAL / URBAN	TOTAL SCHOOL
ONE (%)	4 (10.26)	4 (08.88)
TWO (%)	11 (28.20)	11 (24.45)
THREE (%)	7 (17.94)	8 (17.78)
FOUR (%)	9 (23.08)	9 (20.00)
FIVE (%)	8 (20.52)	13 (28.89)
TOTAL (%)	38 (100.00)	45 (100.00)

**Table-4.63:** Vacant and sanctioned posts of teachers in the sample schools

WORKING TEACHER (%)	170 (94.90)
VACANT POSTS (%)	9 (05.10)
TOTAL SANCTIONED POSTS (%)	179 (100.00)



**Table-4.64 :** Number of additional posts of teachers required on the basis of current enrollment

	RURAL	URBAN	TOTAL
	13	0	13

**Table-4.65:** Distribution of schools where time-table is available

	RURAL	URBAN	TOTAL
No.	5	2	7
(%)	(12.80)	(33.30)	(15.60)

**Table-4.66:** Distribution of schools where time-table is used

	RURAL	URBAN	TOTAL
No.	4	1	5
(%)	(10.30)	(16.70)	(11.10)

**Table-4.67:** Distribution of teachers by designation in sample schools

	ASSISTANCE TEACHERS	HEAD TEACHERS	TOTAL TEACHERS
No.	106	44	150
(%)	(70.70)	(29.30)	(100.00)

**Table-4.68:** Distribution of sample teachers by gender, location and caste

	GENDER			LOCATION			CASTE			
	MALE	FEMALE	TOTAL	RURAL	URBAN	TOTAL	SC/ST	OBC	OTHERS	TOTAL
No.	112	38	150	123	27	150	12	44	94	150
(%)	74.70	25.30	100.00	82.00	18.00	100.00	08.00	29.30	62.70	100.00

**Table-4.69:** Distribution of sample teachers by gender and age

AGE GROUP IN YEARS	MALE	FEMALE	TOTAL
BELOW 25	3	1	4
(%)	(02.70)	(02.60)	(02.70)
25-29	6	1	7
(%)	(05.40)	(02.60)	(04.70)
30-34	5	3	8
(%)	(04.50)	(07.90)	(05.30)
35-44	30	11	41
(%)	(26.80)	(28.90)	(27.30)
ABOVE 44	68	22	90
(%)	(60.70)	(57.90)	(60.00)
TOTAL	112	38	150
(%)	(100.00)	(100.00)	(100.00)

**Table-4.70:** Distribution of teachers by level of academic standard

QUALIFICATION	MALE	FEMALE	TOTAL
JUNIOR HIGH SCHOOL	4	1	5
(%)	(03.60)	(02.60)	(03.30)
HIGH SCHOOL	21	9	30
(%)	(18.80)	(23.70)	(20.00)
INTERMEDIATE	50	16	66
(%)	(44.60)	(42.10)	(44.00)
GRADUATION	21	8	29
(%)	(18.80)	(21.10)	(19.30)
POST GRADUATION	16	4	20
(%)	(14.30)	(10.50)	(13.30)
TOTAL	112	38	150
(%)	(100.00)	(100.00)	(100.00)

**Table-4.71:** Distribution of teachers by level of academic standard in language and mathematics by location

CLASS	LANGUAGE			MATHEMATICS		
	RURAL	URBAN	TOTAL	RURAL	URBAN	TOTAL
JUNIOR HIGH SCHOOL (%)	4	3	7	24	19	43
	03.30	11.10	04.70	19.50	70.40	28.70
HIGH SCHOOL (%)	21	8	29	86	7	93
	17.10	29.60	19.30	69.90	25.90	62.00
INTERMEDIATE (%)	65	8	73	12	1	13
	52.80	29.60	48.60	09.80	03.70	08.70
ABOVE INTERMEDIATE (%)	33	8	43	1	0	1
	26.80	29.60	27.30	00.80	00.00	00.70
TOTAL (%)	123	27	150	123	27	150
	100.00	100.00	100.00	100.00	100.00	100.00

**Table-4.71A:** Distribution of teachers according to professional training by gender and location

TEACHERS TRAINING	GENDER			LOCATION		
	MALE	FEMALE	TOTAL	RURAL	URBAN	TOTAL
PRIMARY/ELEMENTARY	94	31	125	100	25	125
CERTIFICATE DIPLOMA	77.00	81.60	83.30	81.60	92.60	83.30
GRADUATE TRAINED B.Ed	4	2	6	5	1	6
OR EQUIVALENT (%)	03.60	05.30	04.00	04.10	03.70	04.00
M. Ed. AND ABOVE (%)	0	0	0	0	0	0
	00.00	00.00	00.00	00.00	00.00	00.00
NOT TRAINED (%)	14	5	19	18	1	19
	12.50	13.20	12.70	14.60	03.70	12.70
TOTAL (%)	112	38	150	123	27	150
	100.00	100.00	100.00	100.00	100.00	100.00

**Table-4.72:** Distribution of teachers who have not undergone in-service training by location and gender

	RURAL	URBAN	TOTAL	MALE	FEMALE	TOTAL
No.	89	14	103	83	20	103
(%)	72.40	51.90	68.70	74.40	52.60	68.70
TOTAL N =	123	27	150	112	38	150

**Table-4.72A:** Distribution of teachers who having undergone in-service training by location and gender

	RURAL	URBAN	TOTAL	MALE	FEMALE	TOTAL
No.	34	13	47	29	18	47
(%)	27.60	48.10	31.30	44.60	47.40	31.30
TOTAL N =	123	27	150	112	38	150

**Table-4.73:** Teachers engaged in multi-grade teaching by location and gender

	RURAL	URBAN	TOTAL	MALE	FEMALE	TOTAL
No.	47	1	48	44	4	48
(%)	38.20	03.70	32.00	39.30	10.50	32.00
TOTAL N =	123	27	150	112	38	150

**Table-4.74:** Teaching practices in multi-grade teaching setting by gender and location

CATEGORIES	MALE		FEMALE		TOTAL		RURAL		URBAN		TOTAL	
COPY WORK (%)	29	2	31	30	1	31	63.80	100.00	0	0	64.60	8
WAIT, WORK ON THEIR OWN, PLAY (%)	65.90	50.00	64.60	8	0	8	17.00	00.00	0	0	16.70	5
SUPERVISION BY OLDER CHILDREN (%)	13.60	50.00	16.70	5	0	5	10.60	00.00	0	0	10.40	4
OTHERS (%)	11.40	00.00	10.40	4	0	4	08.50	00.00	00.00	08.30	47	1
TOTAL (%)	09.10	00.00	08.30	44	4	48	100.00	100.00	100.00	100.00	100.00	48

**Table-4.75:** Distribution of teachers reporting availability of teaching aid

TEACHING AID	RURAL	URBAN	TOTAL
TEACHER GUIDE	39	3	42
(%)	(31.70)	(11.10)	(28.00)
DICTIONARY	64	8	72
(%)	(52.00)	(29.60)	(48.00)
BOOK OTHER THAN TEXTBOOK	64	14	78
(%)	(52.00)	(51.90)	(52.00)
MAP	50	9	59
(%)	(40.70)	(33.30)	(39.30)
GLOBE	62	10	72
(%)	(50.40)	(37.00)	(48.00)
CHARTS	54	14	68
(%)	(43.90)	(51.90)	(45.30)
FLASH CARDS	41	9	50
(%)	(33.30)	(33.30)	(33.00)
SCIENCE (KIT)	51	7	58
(%)	(41.50)	(25.90)	(38.70)
MATHEMATICS (KIT)	43	8	51
(%)	(35.00)	(29.60)	(34.00)
OTHERS	11	1	12
(%)	(08.90)	(03.70)	(08.00)
TOTAL N =	123	27	150

**Table-4.76:** Teachers according to level of help received from head teacher, S.D.I., other primary teachers and head of sankul vidyalaya

	VERY HELPFUL			SOMEWHAT HELPFUL			NOT HELPFUL		
	RURAL	URBAN	TOTAL	RURAL	URBAN	TOTAL	RURAL	URBAN	TOTAL
HEAD TEACHER	36	8	44	24	5	29	24	8	32
(%)	29.30	29.60	29.30	19.50	18.50	19.30	19.50	29.60	21.30
S.D.I.	4	0	4	23	3	26	96	24	120
(%)	03.30	00.00	02.70	18.70	11.10	17.30	78.00	88.90	80.00
OTHER PRIMARY	39	4	43	41	15	56	33	8	41
TEACHERS (%)	31.70	14.80	28.70	33.30	55.60	37.30	26.80	29.60	27.30
HEAD OF SANKUL	8	0	8	11	2	13	104	17	121
(%)	06.50	00.00	05.30	08.90	07.40	08.70	84.60	63.00	80.70

**Table-4.77:** Teachers preference for the type of educational institutions for their children, by location

KIND OF SCHOOL	RURAL	URBAN	TOTAL
GOVERNMENT (%)	80 (65.00)	22 (81.50)	102 (68.00)
PRIVATE (AIDED) (%)	26 (21.20)	1 (03.70)	27 (18.00)
PRIVATE (NON-AIDED) (%)	5 (04.00)	1 (03.70)	6 (04.00)
NO PREFERENCE (%)	12 (09.80)	3 (11.11)	15 (10.00)

**Table-4.77A:** Number and percentage of head teachers (detail by location, gender and caste)

	LOCATION		GENDER			CASTE				
	RURAL	URBAN	TOTAL	MALE	FEMALE	TOTAL	SC/ST	OBC	OTHERS	TOTAL
No.	38	6	44	39	5	44	4	12	28	44
(%)	86.36	15.64	100.00	88.60	11.40	100.00	09.10	27.30	63.60	100.00

# CHAPTER - V

## BASELINE STUDY OF PRIMARY EDUCATION STANDARDS IN ALLAHABAD, BANDA AND ETAWAH DISTRICTS OF UTTAR PRADESH

### (An Executive Summary of The Survey Findings)

- 5.1 To evaluate the general level of literacy achievements of students in primary schools, and to underline the important back-ground factors which affect the teaching and learning processes in these schools, the Government of Uttar Pradesh, with financial assistance from the World Bank, sponsored a baseline study of Primary Education standards in 1994-95 in ten sample districts of the State. A part of the study relating to the districts of Allahabad, Banda and Etawah was assigned to G. B. Pant Social Science Institute, Allahabad.
- 5.2 The primary data for the study was collected by conducting a survey in forty five primary schools drawn from the aggregate list of Rural and Urban primary schools (in 1992) in each of the three sample districts according to a plan of stratified random sampling. The basic units of the survey were students, dropouts, and teachers. Their samples were drawn from within the forty five sample schools.
- 5.3 The evaluation of learning achievement of the students was done by administering a standardised test in Language and Mathematics to samples of three different groups of students. The three groups were, (a) students who had passed the IV grade; (b) those who had passed grade I and (c) dropout students.
- 5.4 The teacher sample consisted of a maximum of five teachers per school which necessarily included two such teachers who had taught Language and Mathematics to the sample students in the previous session when they were in Class-IV and Class-I respectively. The sample of dropouts, 5 students per school, was picked up purposely due to the constraints of time and distance.

- 5.5 The test scores revealed: that the average standard both in Language and Mathematics in all the districts were quite low for all grades of students who appeared in the tests.

Average Score of class-V students in percentage

Subjects	Allahabad	Banda	Etawah
Language	40.60	43.20	40.20
Mathematics	32.10	38.00	31.00

Levels of Achievements (Language)

Levels	Allahabad	Banda	Etawah
ZERO	00.00	00.26	00.00
BELOW MILL	57.59	48.95	61.32
MILL	34.36	34.74	28.68
NEAR MASTERY	07.38	13.95	07.94
MASTERY	00.67	02.11	02.06

Levels of Achievements (mathematics)

LEVELS	ALLAHABAD	BANDA	ETAWAH
ZERO	00.40	00.80	01.00
BELOW MILL	78.79	60.30	82.10
MILL	17.45	30.30	12.50
NEAR MASTERY	03.36	06.60	03.80
MASTERY	00.00	02.10	00.60

- 5.6 that the learning standards were particularly disappointing in Mathematics.
- 5.7 that includes low standards, there were also significant difference between the average learning standards of boys and girls; Rural and Urban school children, and different caste groups of the sample students. In general the male students had a higher average standard compared to female students; the children in the Urban schools had an edge over their classmates in the Rural schools, and the SC/ST students exhibited the poorest standards among all caste groups of students in the primary schools.



- 5.8 that the areas of maximum infirmity among Class-V students were COMPREHENSION in Language, and Addition, Unitary Method; Fractions and Weight & Measure questions in Mathematics.
- 5.9 that a little more than 48 percent dropout students had reverted to complete illiteracy and of the remaining, the general standard of literacy in most of the case figured below the MLL.
- 5.10 that a notable observation in the case of the dropout students was that they included some very bright students, who scored above 60 or 80 percent marks in the test.
- 5.11 that the domestic needs of the household to which the child belonged was the single most important reason for school desertion by the dropout students.
- 5.12 Besides this, the other reasons for desertion of school mid-stream by primary school students were; need to supplement family income through child labour; social attitude regarding female child's education; uninteresting courses and uninspiring teaching atmosphere in the schools; and the indifferent attitude of the teachers.
- 5.13 that the factors which lay behind the low achievement of primary school children related largely to their personal, family and social factors, and to the atmosphere that prevailed in the schools.
- 5.14 that in a very large number of cases the primary school students came from very poor families in which the father was the bread winner. In more than 69 percent cases he was engaged in non- agricultural and non-technical occupations.
- 5.15 that the effective guardianship of the child was that of mothers, 75 percent of whom were illiterate and the rest had schooling up to primary level.
- 5.16 that a very large number of the students did not receive any help from their family members in their studies after the school hours.

- 5.17 that the little help in studies that a few students received from their family members remained entirely confined to language lessons.
- 5.18 that in most of the schools home work was not given to the students.
- 5.19 that the written assignments of the students were rarely corrected and mistakes committed by them seldom pointed out to them.
- 5.20 that the practice of holding regular weekly and monthly tests in the class was a rarity.
- 5.21 that in a very large number of cases the class teachers did not come to the class regularly.
- 5.22 that nearly all the schools had shortage of class rooms. The shortage ranged from one room to the six rooms.
- 5.23 that in general the primary school building was an uninspiring sight. It consisted of a dilapidated or incomplete structure without a compound wall, situated in a desolate place amid dirt squalor and stagnant water puddles, with hordes of domestic cattle freely roaming about and a couple of students squatting on the naked ground in the open with or without a teacher in the class. No provision of extra-curricular activities and games after school hours was to be seen anywhere.
- 5.24 that despite 'Operation Black Board' a very large number of schools lacked in basic facilities for teachers and students and had incomplete or inadequate teaching aids and equipments.
- 5.25 that the annual test of primary education after five years of schooling was being conducted like a ritual with no seriousness about real testing of the learning achievements of the examinees. Practically everyone who appeared in the test was declared as pass irrespective of his performance and achievement level.
- 5.26 that about 74 percent of the teachers teaching mathematics had studied the subject only up to High school standard.

5.27 that in a fairly large number of cases the teachers teaching mathematics lacked adequate understanding of the subjects.

5.28 that mathematics and science kits were not used by the teachers while teaching in the class.

5.29 that a very large number of primary school teachers were doing multi-grade teaching.

Allahabad	Banda	Etawah
57.80 %	56.40 %	32.00 %

5.30 that a large number of teachers had not attended the in-service training courses even once.

Allahaba	Banda	Etawah
56.90 %	74.40 %	68.70 %

5.31 that despite in-service training and refresher courses, the method of teaching and learning in the primary schools continued as of old, of oral lectures and learning by rote.

5.32. that majority of the teachers in the schools were a frustrated lot, with no interest in their job and no commitment to their duty.

5.33 that lack of supervision and physical inspection of their work in the school, by the departmental inspectors and the village education committees, appeared to have turned the teaching and learning process in these schools into a near farce.

5.34 that the village educational committees consisted of such persons who did not have interest in the development of the school as they did not need the facilities of government primary schools to educate their wards, and that the people whose wards received education in these schools were in general, being poor and socially backward, had neither the family culture for education nor a voice to protest against the insufficiency and negligence in the schools.

5.35 The students in primary schools in general lacked after school learning facilities in their homes. The scheme of improvement in their learning

standards must, therefore, concentrate on improving the quality and frequency of class-room teaching.

- 5.36. The important areas which need maximum attention are: (i) regularity in class teaching; (ii) improvement in the quality of class-teaching and (iii) commitment of the teachers to their duty towards their taughts.
- 5.38. The two agencies which have a vital role in ensuring regularity in class teaching, are (i) the Village Education Committee; and (ii) the school inspectors of the Education Department.
- 5.39. The Village Educational Committees are at present non-functional as the members of the committees in general have no real interest in the development and improvement of these schools because they do not send their wards to these institutions.
- 5.40. Replacement of such members in the committee by such lady representative of the village panchayats who have their wards admitted to the local primary schools, can be a helpful step in activating the village educational committees.
- 5.41. Periodic inspection of class-room teaching and attending to the needs and problems of primary teachers in the schools on a regular basis is another basic requirement for initiating a real change in the teaching and learning atmosphere in the primary schools.
- 5.42. To increase the level of participation girl students in primary schools and to reduce the incidence of dropout among them a scheme of giving scholarship to girl students, irrespective of their caste and social background, needs serious consideration.
- 5.43. The physical and functional atmosphere in the primary schools needs complete overhauling. Providing an enclosed campus to the schools which the students can feel as their own, is a necessary condition to induce them to learn and practice environmental sanitation on a regular basis.
- 5.44. The discrepancy in the basic facilities, teaching aids and essential equipments would need to be removed. Besides this proper arrangements should

also be made to check the misuse or illegal removal of the school properties.

5.45

To reinforce class teaching, the subject-knowledge of the teachers, particularly in science and mathematics, and dexterity in the use of teaching aids like the mathematics and science kits needs upgrading. The in-service training courses should therefore pay adequate attention to remove these deficiencies of class-room teaching.

5.46

There is also an urgent need to develop the primary school as a living entity, and a hub of extracurricular activities and games for the students. To ensure this it is necessary that at-least two teachers, one of them being the head teacher of the school, should be provided residential accommodation on the campus of the school.

# T A B L E S

## INTER-DISTRICT COMPARISON

Table-5.1 : Mean achievement of class-V students in language

	ALLAHABAD		BANDA		ETAWAH	
	MEAN	SD	MEAN	SD	MEAN	SD
GENERAL (%)	34.10 (40.60)	10.39	36.28 (43.20)	13.86	33.76 (40.20)	12.13
RURAL (%)	33.50 (39.90)	10.24	35.17 (41.90)	13.63	33.44 (39.80)	12.35
URBAN (%)	37.55 (44.70)	10.61	47.58 (56.60)	10.99	35.29 (42.00)	09.76
BOYS (%)	34.54 (41.10)	10.83	36.73 (43.70)	13.15	35.40 (42.10)	12.42
GIRLS (%)	33.01 (39.30)	09.14	35.27 (41.90)	15.35	31.54 (37.50)	11.36
SC/ST (%)	31.33 (37.30)	10.12	31.59 (37.61)	10.49	31.36 (37.33)	09.35
OBC (%)	33.86 (40.31)	09.39	35.14 (41.83)	11.92	34.07 (40.56)	11.89
OTHERS (%)	33.95 (42.42)	11.56	39.95 (47.56)	16.33	35.35 (42.08)	14.18

Table-5.2 : Statistical significance of difference in the mean scores in language (class-V students)

BETWEEN	ALLAHABAD	BANDA	ETAWAH
RURAL AND URBAN	YES	YES	NO
BOYS AND GIRLS	NO	NO	YES
SC/ST AND OBC	YES	YES	YES
SC/ST AND OTHERS	YES	YES	YES
OBC AND OTHERS	YES	YES	NO

**Table-5.3 : Mean achievement of class-V students in mathematics**

	ALLAHABAD		BANDA		ETAWAH	
	MEAN	SD	MEAN	SD	MEAN	SD
GENERAL (%)	12.85 (32.10)	05.05	15.03 (37.60)	06.51	12.17 (30.40)	05.70
RURAL (%)	12.92 (32.30)	05.21	14.81 (37.00)	06.51	12.31 (30.80)	05.85
URBAN (%)	12.45 (31.10)	04.00	17.29 (43.20)	05.12	11.50 (28.70)	04.86
BOYS (%)	13.43 (33.60)	05.26	15.20 (38.00)	06.09	12.74 (31.90)	05.96
GIRLS (%)	11.42 (28.60)	04.17	14.66 (36.60)	07.15	11.39 (28.50)	05.23
SC/ST (%)	11.76 (29.40)	04.36	13.30 (33.25)	04.98	11.24 (28.10)	05.68
OBC (%)	12.79 (31.98)	05.06	15.68 (39.20)	05.87	12.50 (31.25)	05.40
OTHERS (%)	13.53 (33.83)	05.27	15.18 (37.95)	07.48	12.45 (31.13)	06.09

**Table-5.4 : Statistical significance of difference in the mean scores in mathematics (class-V students)**

BETWEEN	ALLAHABAD	BANDA	ETAWAH
RURAL AND URBAN	NO	YES	NO
BOYS AND GIRLS	YES	NO	YES
SC/ST AND OBC	YES	YES	YES
SC/ST AND OTHERS	YES	YES	YES
OBC AND OTHERS	NO	NO	NO

**Table-5.5 : Distribution of class-V students by levels of achievement in language**

LEVELS	ALLAHABAD	BANDA	ETAWAH
ZERO (%)	0 (00.00)	1 (00.26)	0 (00.00)
BELOW MLL (%)	429 (57.59)	186 (48.95)	417 (61.32)
MLL (%)	256 (34.36)	132 (34.74)	195 (28.68)
NEAR MASTERY (%)	55 (07.38)	53 (13.95)	54 (07.94)
MASTERY (%)	5 (00.67)	8 (02.11)	14 (02.06)
TOTAL (%)	745 (100.00)	380 (100.00)	680 (100.00)

**Table-5.6 : Distribution of class-V students by levels of achievement in mathematics**

LEVELS	ALLAHABAD	BANDA	ETAWAH
ZERO (%)	3 (00.40)	3 (00.80)	7 (01.00)
BELOW MLL (%)	587 (78.79)	229 (60.30)	558 (82.10)
MLL (%)	130 (17.45)	115 (30.30)	85 (12.50)
NEAR MASTERY (%)	25 (03.36)	25 (06.60)	26 (03.80)
MASTERY (%)	0 (00.00)	8 (02.10)	4 (00.60)
TOTAL (%)	745 (100.00)	380 (100.00)	680 (100.00)



**Table-5.7 : Mean achievement of class-II students in language**

	ALLAHABAD		BANDA		ETAWAH	
	MEAN	SD	MEAN	SD	MEAN	SD
GENERAL (%)	11.54 (57.70)	06.25	12.43 (62.15)	05.63	10.01 (50.05)	05.97
RURAL (%)	11.42 (57.10)	06.31	12.02 (60.10)	05.69	09.94 (49.70)	06.09
URBAN (%)	12.20 (61.00)	05.91	16.63 (83.15)	02.38	10.37 (51.85)	05.27
BOYS (%)	11.59 (57.95)	06.32	12.39 (61.95)	05.64	09.84 (49.20)	05.85
GIRLS (%)	11.44 (57.20)	06.11	12.52 (62.70)	05.63	10.24 (51.20)	06.14
SC/ST (%)	10.54 (52.70)	06.08	10.79 (53.95)	05.58	09.54 (47.70)	05.90
OTHERS (%)	11.88 (59.40)	06.28	13.25 (66.25)	05.49	10.20 (51.00)	06.00

**Table-5.8 : Mean achievement of class-II students in mathematics**

	ALLAHABAD		BANDA		ETAWAH	
	MEAN	SD	MEAN	SD	MEAN	SD
GENERAL (%)	06.11 (43.64)	04.23	05.96 (42.57)	04.47	03.42 (24.43)	04.68
RURAL (%)	05.84 (41.71)	04.18	05.44 (38.86)	04.24	03.35 (23.93)	04.68
URBAN (%)	07.65 (54.64)	04.16	11.28 (80.57)	03.18	04.89 (34.93)	04.74
BOYS (%)	06.36 (45.43)	04.34	06.22 (44.43)	04.54	03.21 (22.93)	04.55
GIRLS (%)	05.59 (39.93)	03.92	05.38 (38.43)	04.26	03.70 (26.43)	04.85
SC/ST (%)	05.22 (37.28)	03.90	04.83 (34.50)	03.99	03.16 (22.57)	04.69
OTHERS (%)	06.41 (45.78)	04.29	06.53 (46.64)	04.60	03.52 (25.14)	04.68

**Table-5.9 : Statistical significance of mean difference in language (class-II students)**

BETWEEN	ALLAHABAD	BANDA	ETAWAH
RURAL AND URBAN	YES	YES	YES
BOYS AND GIRLS	NO	NO	NO
SC/ST AND OTHERS	YES	YES	NO

**Table-5.10 : Statistical significance of mean difference in mathematics (class-II students)**

BETWEEN	ALLAHABAD	BANDA	ETAWAH
RURAL AND URBAN	YES	YES	YES
BOYS AND GIRLS	YES	NO	NO
SC/ST AND OTHERS	YES	YES	NO

**Table-5.11 : Distribution of class-II students by levels of achievement in language**

LEVELS	ALLAHABAD	BANDA	ETAWAH
ZERO (%)	42 (07.00)	17 (03.80)	58 (09.90)
BELOW MLL (%)	164 (27.20)	115 (25.70)	203 (34.80)
MLL (%)	95 (15.80)	77 (17.20)	129 (22.10)
NEAR MASTERY (%)	118 (19.60)	85 (19.00)	62 (10.60)
MASTERY (%)	183 (30.40)	154 (34.40)	131 (22.50)
TOTAL (%)	602 (100.00)	448 (100.00)	583 (100.00)

**Table-5.12 : Distribution of class-II students by levels of achievement in mathematics**

LEVELS	ALLAHABAD	BANDA	ETAWAH
ZERO	207	190	433
(%)	(34.40)	(42.40)	(74.30)
BELOW MLL	241	145	53
(%)	(40.00)	(32.40)	(09.10)
MLL	154	113	97
(%)	(25.60)	(25.20)	(16.60)
NEAR MASTERY	0	0	0
(%)	(00.00)	(00.00)	(00.00)
MASTERY	0	0	0
(%)	(00.00)	(00.00)	(00.00)
TOTAL	602	448	583
(%)	(100.00)	(100.00)	(100.00)

**Table-5.13 : Reasons of discontinuance of studies by dropout students**

REASONS	ALLAHABAD	BANDA	ETAWAH
PARENTS DO NOT WANT	12	107	5
(%)	(07.90)	(69.90)	(04.80)
HAVE TO ASSIST IN HOUSEHOLD WORK	49	12	37
(%)	(32.50)	(07.80)	(35.60)
WILL HAVE TO EARN A LIVING	18	12	9
(%)	(11.90)	(07.80)	(08.70)
TRAINING IN HOUSEHOLD ENTERPRISE	3	0	1
(%)	(02.00)	(00.00)	(01.00)
STUDIES TOO DIFFICULT	10	0	24
(%)	(06.60)	(00.00)	(23.10)
CAN NOT AFFORD TEXTBOOK/NOTEBOOKS	18	1	13
(%)	(11.90)	(00.70)	(12.50)
ILLNESS/NOT KEEPING WELL	11	1	8
(%)	(07.30)	(00.70)	(07.70)
WILL GET MARRIED	1	3	0
(%)	(00.70)	(02.00)	(00.00)
FAILURE/DID NOT LEARN ANYTHING	6	0	0
(%)	(04.00)	(00.00)	(00.00)
TEACHERS NOT CO-OPERATIVE	3	1	3
(%)	(02.00)	(00.70)	(02.90)
SCHOOL TOO FAR	5	0	0
(%)	(03.30)	(00.00)	(00.00)
OTHERS	15	16	4
(%)	(09.90)	(10.40)	(03.80)
TOTAL	151	153	104
(%)	(100.00)	(100.00)	(100.00)

**Table-5.14** : Distribution of class-V students according to father's main occupation

OCCUPATION	ALLAHABAD	BANDA	ETAWAH
AGRICULTURE (%)	227 (30.47)	194 (51.05)	278 (40.88)
NON AGRICULTURE (%)	518 (69.53)	186 (48.95)	402 (59.12)
TOTAL (%)	745 (100.00)	380 (100.00)	680 (100.00)

**Table-5.15** : Distribution of sample students by level of parental education

	ALLAHABAD		BANDA		ETAWAH	
	FATHER	MOTHER	FATHER	MOTHER	FATHER	MOTHER
ILLITERATE (%)	193 (25.90)	565 (75.80)	111 (29.20)	217 (71.30)	162 (23.80)	375 (55.10)
UP TO PRIMARY (%)	203 (15.30)	114 (22.40)	85 (16.30)	62 (23.70)	161 (22.40)	152
AND ABOVE (%)	349 (46.80)	66 (08.90)	184 (48.40)	47 (12.40)	357 (52.50)	153 (22.50)
TOTAL (%)	745 (100.00)	745 (100.00)	380 (100.00)	380 (100.00)	680 (100.00)	680 (100.00)

**Table-5.16** : Incidence of pre-schooling training among primary school students

	ALLAHABAD	BANDA	ETAWAH
BALWADI (%)	2 (00.20)	0 (00.00)	1 (00.15)
AGANWADI (%)	1 (00.10)	5 (01.32)	1 (00.15)
LKG/UKG (%)	21 (02.80)	8 (02.11)	9 (01.32)
TOTAL (%)	24 (03.10)	13 (03.42)	11 (01.62)
TOTAL N =	45	45	45

**Table-5.17 : Distribution of class-V students having text-books**

	ALLAHABAD	BANDA	ETAWAH
LANGUAGE TEXTBOOK (%)	723 (97.00)	375 (98.90)	675 (99.30)
MATHS TEXTBOOK (%)	730 (98.00)	376 (98.90)	672 (98.80)
SCIENCE TEXTBOOK (%)	706 (94.80)	344 (90.50)	645 (94.90)
SOCIAL SUB. TEXTBOOK (%)	700 (94.00)	344 (90.50)	649 (95.40)
OTHER TEXTBOOKS (%)	333 (44.70)	182 (47.90)	301 (44.30)
COPIES (%)	739 (99.20)	377 (99.20)	680 (100.00)
PENCIL/PEN (%)	738 (99.10)	376 (98.00)	680 (100.00)
TOTAL N =	745	380	680

**Table-5.18 : Rooms required in schools**

No. OF ROOMS	ALLAHABAD	BANDA	ETAWAH
ZERO (%)	1 (02.20)	2 (04.40)	3 (06.70)
ONE (%)	1 (02.20)	0 (00.00)	0 (00.00)
TWO (%)	7 (15.70)	14 (31.10)	10 (22.20)
THREE (%)	24 (53.30)	20 (44.40)	19 (42.20)
FOUR (%)	4 (08.90)	5 (11.10)	8 (17.80)
FIVE (%)	2 (04.40)	2 (04.40)	5 (11.10)
SIX & ABOVE (%)	6 (13.30)	2 (04.40)	0 (00.00)
TOTAL (%)	45 (100.00)	45 (100.00)	45 (100.00)

**Table-5.19 : Basic facilities in schools**

SL. NO.	ITEMS	ALLAHABAD		BANDA		ETAWAH	
		No.	(%)	No.	(%)	No.	(%)
1.	MAP	42	93.30	34	75.60	30	66.70
2.	GLOBE	36	80.00	31	68.90	29	64.40
3.	CHART	27	60.00	27	60.00	27	60.00
4.	PLAYING GOODS, TOYS	33	73.30	33	73.30	29	64.40
5.	PLAYING INSTRUMENTS	31	68.90	28	62.20	28	62.20
6.	PRIMARY SCIENCE KIT	28	62.20	29	64.40	27	60.00
7.	SMALL INSTRUMENT KIT	17	37.80	26	57.80	26	57.80
8.	MATHEMATICS KIT	23	51.10	29	64.40	24	53.30
9.	DICTIONARY	31	68.90	31	68.90	29	64.40
10.	BOOKS OF CHILDREN	36	80.00	31	68.90	33	73.30
11.	NEWS PAPER/JOURNALS	10	22.20	13	28.90	16	35.60
12.	BELL	40	88.90	33	73.30	35	77.80
13.	MUSIC ITEMS	27	60.00	29	64.40	25	55.60
14.	MAT AND FURNITURE FOR						
(a)	ALL STUDENTS	4	08.90	13	28.90	16	35.60
(b)	SOME STUDENTS	29	64.40	10	22.20	12	26.70
(c)	NONE STUDENTS	12	26.70	22	48.90	17	37.80
15.	CHAIR FOR ALL TEACHERS	41	91.10	34	75.60	37	82.20
16.	TABLE FOR ALL TEACHERS	30	66.70	27	60.00	34	75.60
17.	BLACK BOARD FOR ALL CLASSES	29	64.40	26	57.80	35	77.80
18.	NOTICE BOARD	7	15.60	4	08.90	4	08.90
19.	CHALK DUSTER FOR ALL CLASSES	11	24.40	7	15.60	8	17.80
20.	GLASS TUMBLERS	27	60.00	28	62.20	29	64.40
21.	DUSTBIN	19	42.20	16	35.60	21	46.70
22.	SAFE DRINKING WATER	20	44.40	23	51.10	21	46.70
23.	TOILET	8	17.80	6	13.30	8	17.80
24.	TOILET (FOR GIRLS)	4	08.90	4	08.90	5	11.10
25.	ELECTRIC CONNECTION	2	04.40	3	06.70	4	08.90
26.	PLAY GROUND	27	60.00	22	48.90	24	53.30
27.	WITH SCHOOL GROUND	25	55.60	18	40.00	23	51.10
28.	OUT SCHOOL GROUND	26	57.80	20	44.40	26	57.80
29.	YEARLY TESTING HEALTH	8	17.80	14	31.10	12	26.70
30.	IMMUNIZATION	6	13.30	13	28.90	13	28.90
31.	PRIMARY FIRST KID BOX	5	11.10	6	13.30	4	08.90

**Table-5.20 : Qualification of teachers as on 30st Sept. 1994**

	ALLAHABAD	BANDA	ETAWAH
JUNIOR HIGH SCHOOL (%)	5 (03.80)	13 (10.50)	7 (04.10)
HIGH SCHOOL (%)	30 (22.70)	25 (20.20)	33 (19.04)
INTERMEDIATE (%)	52 (39.40)	47 (37.90)	78 (45.90)
GRADUATION (%)	30 (22.70)	29 (23.40)	34 (20.00)
POST GRADUATION (%)	15 (11.40)	10 (08.00)	18 (10.60)
TOTAL (%)	132 (100.00)	124 (100.00)	170 (100.00)

**Table-5.21 : Distribution of school by number of teachers**

TEACHERS IN THE SCHOOL	ALLAHABAD	BANDA	ETAWAH
ONE (%)	7 (15.56)	6 (13.33)	4 (08.88)
TWO (%)	21 (46.67)	20 (44.44)	11 (24.45)
THREE (%)	7 (15.56)	10 (22.23)	8 (17.78)
FOUR (%)	4 (08.88)	4 (08.88)	9 (20.00)
FIVE (%)	6 (13.33)	5 (11.12)	13 (28.89)
TOTAL (%)	45 (100.00)	45 (100.00)	45 (100.00)

**Table-5.22 : Sanctioned post of teacher laying vacant**

	ALLAHABAD	BANDA	ETAWAH
WORKING TEACHER (%)	132 (80.00)	124 (93.20)	170 (94.90)
VACANT POST (%)	32 (19.50)	9 (06.80)	9 (05.10)
SANCTIONED POST (%)	164 (100.00)	133 (100.00)	179 (100.00)

**Table-5.23 : Distribution of teachers by gender and age**

AGE GROUP IN YEARS	ALLAHABAD	BANDA	ETAWAH
BELOW 25 (%)	5 (04.31)	10 (08.50)	4 (02.70)
25-29 (%)	10 (08.62)	9 (07.70)	7 (04.70)
30-34 (%)	4 (03.45)	8 (06.80)	8 (05.30)
35-44 (%)	27 (23.28)	38 (32.50)	41 (27.30)
ABOVE 44 (%)	70 (60.34)	52 (44.40)	90 (60.00)
TOTAL (%)	116 (100.00)	117 (100.00)	150 (100.00)

**Table-5.24 : Teachers engaged in multi-grade teaching**

	ALLAHABAD	BANDA	ETAWAH
No. (%)	67 (57.80)	66 (56.40)	48 (32.00)
TOTAL N =	116	117	150